

Faculty Forum on Student Learning Assessment 2/13/2026

Assessing Student Presentations

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Campus Resource

The Center for Speaking and Presentation (CSP), located in Falvey, part of the Learning Commons, staffed by undergraduate and graduate Communication students. See the link for information on how students can make individual and group appointments, and/or to bring a tutor to your class: [Center for Speaking and Presentation](#)

General Guidelines for Faculty

- Ask students to consider *why* what they're preparing needs to be shared with the class in person (or via Zoom for asynchronous learning): What can they bring to the live moment that is different from asking a professor to read a paper? How is knowledge and information best shared human to human in shared time? How is the presentation a kind of conversation with the class/audience?
- Consider your own strengths and challenges in public speaking (what you do every day in class!) and share your journey with students who seem particularly nervous or self-conscious.
- Underscore for students the necessity and benefit of practicing every single day, at least 3 times per day for several days before the presentation. Practice/rehearsal functions much like revising a paper—discovering rough spots, polishing, gaining confidence—and develops muscle memory much like what they do as an athlete, dancer, and musician. Tell them to practice in front of someone they trust, practice in the shower, before they go to sleep, etc. If they are well prepared, when they give the presentation, the muscle memory kicks in, and they can use all that adrenaline to bring spontaneity to what they have rehearsed.
- Do a simple warm-up with the class before presentations. Something like all standing up and doing a few head rolls, a few deep breaths, and a goofy but helpful tongue twister like “Unique New York” or “red leather yellow leather” (3X, going a bit faster each time) does wonders for calming some of those initial nerves, getting rid of “cotton mouth,” and reminds them all they're in this together.
- Encourage them to know their first sentence and last sentence so they start and end with strength! No “that's it” or “okay, so, yeah”!
- And remind them the CSP can help with the whole presentation.

Some Criteria for Delivery Assessment

Assure students you're looking for their own individual strengths and evidence of growth.

In addition to the rubric Derek Arnold shared, keep in mind for each student:

- Clarity: Can we hear you? Can we understand every word?
- Concentration & Preparation: Are you owning the words, and making them your own? (Natural, believable, able to pivot if you blank or make an error, etc.)
- Nonverbals/Vocal Interruptions: Do you seem comfortable? Moving/using gestures with purpose and intention? (minimal “um,” minimal obvious nervous gestures—playing with hair, etc.)
- Audience connection and relationship: Making eye contact and responding to the audience?

Faculty Forum on Student Learning Assessment, 2/13/26 – Derek Arnold, Communication

I. Importance of Presenting/Public Speaking:

A. Best ideas have to be presented well or no one hears them/won't agree with you

B. Presenting /Speaking does not have a "one size fits all" set of suggestions

1. Each assignment will vary, so style of presentation will also

--Making a Pitch?

--Argument to show your point/opinion is correct?

--Summarization of a study/other research?

2. What weight does your presentation count towards the assignment?

--Do you have multiple assignments that will ask for presentations?

Certainly/Probably not the main thing, but make it important enough so that it's worth spending quality time on it (maybe consider somewhere between 20%--35%) AND also consider raising the percentage for later presentations during the Semester.

II. Oral vs. Written Style

A. Oral uses simpler sentences than Written style

B. Oral style is more interactive than written style (read nonverbals and be ready to adjust some things on the fly)

C. Oral style is **less** formal in word choice

D. Need to place internal summaries in Oral more

E. But needs to be more clear, precise and avoid jargon (different than slang)

III. AI use

A. BE CLEAR ON WHAT'S ALLOWED/NOT ALLOWED

B. Gathering information should be allowed

C. Writing a Presentation should NOT be, but....

D. You should be able to note content vs. "Voice." (No AI can do this easily)

IV. Structure comes before Assessment—3 Basic Parts

A. Organization

1. Introduction

-10-20% of length of speech

-Maybe last thing you create

a) Parts:

1-Attention-Getter

2-Relevance

3-Credibility

4-Thesis Statement

-Topic

-Position

-Amplification

-Thesis only one sentence though maybe a

"Preview Statement."

5-Tone throughout Introduction

2. Body

- a) Main Points Clear
- b) Organizational Pattern Logical
 - Informative Presentations
 - Chronological
 - Spatial
 - Topical
 - Persuasive Presentations
 - Cause-Effect
 - Problem-Solution
- c) Transitions, not Signposts

3. Conclusion (10% of length of speech and no new points)

- a) Summary
- b) Clincher

B. Content

- 1. Word Choice (level of vocabulary-5th to 8th grade)
- 2. Jargon/Slang
- 3. Examples
- 4. Sources Cited (APA)
- 5. Visual Aids?
 - a) 7 words x 7 lines on a slide
 - b) Keep video clips under a minute if possible
 - c) Information before flash
 - d) Hide it until you need it
 - Introduce it, show it, explain it, put it away

C. Delivery

- 1. Consider Delivery to be less than Organization/Content
- 2. Practicing (3 x sweet spot between “top of your head” and Memorization)
- 3. Notecards, not sheets of paper
 - No complete sentences other than for quotes or statistics
- 4. Verbal (actual words) vs. Nonverbals (Voice)

V. Matrix (consider Qualitative before Quantitative using numbers)

Heidi and the “Liveness” of the Moment

Introductory Speech grading sheet

Communication 1100—Spring 2026

Name:

Topic:

OUTLINE:

ORGANIZATION:

Introduction	Poor	Fair	Average	Pretty Good	Good	Nice!	Great!
	Jump Right Into The Speech		Thesis Statement Given First		No Topic Mentioned		

Body of Speech	Poor	Fair	Average	Pretty Good	Good	Nice!	Great!
	Points not organized logically		Bouncing around with main points				

Transitions	Poor	Fair	Average	Pretty Good	Good	Nice!	Great!
	No Transitions Present		Signposts Used Instead of Transitions				

Conclusion	Poor	Fair	Average	Pretty Good	Good	Nice!	Great!
	No Clincher In Place		"That's It"	False Ending		Very Abrupt Ending	

CONTENT:

Material Appropriate For Audience

Poor	Fair	Average	Pretty Good	Good	Nice!	Great!
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Language/Word Choice

Poor	Fair	Average	Pretty Good	Good	Nice!	Great!
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DELIVERY:

Eye Contact	Poor	Fair	Average	Pretty Good	Good	Nice!	Great!
	Hurt By Reading		Perhaps Hurt By Nervousness		Neglecting Areas of the Room		

Tone	Poor	Fair	Average	Pretty Good	Good	Nice!	Great!
	Watch Ums	Watch Uhs	Watch Repeating This Word/Phrase:		Vocal Variety a bit flat		

Rate	Poor	Fair	Average	Pretty Good	Good	Nice!	Great!
	A Bit Fast	WAY Too Fast	A Bit Slow	A Bit Choppy At Times		Watch Long Pauses	

Posture	Poor	Fair	Average	Pretty Good	Good	Nice!	Great!
	Hands Too Active/Distracting		Hands in Pockets	Hands Playing With Items			

Stepping Around Rocking Back and Forth/Front to Back Slumped Over At Podium

Time:

Strengths:

Weaknesses:

FINAL GRADE:

**SPEECH ASSIGNMENT TWO—INFORMATIVE SPEECH
PUBLIC SPEAKING—SPRING 2026 (ARNOLD)**

NAME _____ **TOPIC** _____

OUTLINE (10%) Late Not Typed Without a Thesis Statement Not in Complete Sentences Other _____

ORGANIZATION (35%).....

Introduction (12)

Some Kind of Attention Getter Used? (2).....

Jump Right Into The Speech Thesis Statement Given First

Some Kind of Preview Given? (1).....

Credibility Established? (2).....

No Mention At All Credibility Implied, But Not Stated

Relevance Established? (2).....

Thesis Statement Used? (5).....

No Topic Mentioned No Position Mentioned No Amplification Mentioned

Thesis Statement Given Too Early Thesis is Purpose Statement Instead

Body (17)

Main Points Clear? (7).....

Transitions Used/Clear? (5).....

No Transitions Present Signposts Used Instead of Transitions

Logical Flow To Points? (5).....

Conclusion (6)

Summary/Implications of Material Noted (4).....

Sense Of Closure Achieved (2).....

No Clincher In Place "That's It" False Ending Very Abrupt Ending

CONTENT (35%).....

Material (20)

Adequate Amount Of Material Used (10).....

Supported With Examples (10).....

Integration Of Material (15)

Jargon/Slang Explained (2).....

Sources Cited/Credible (8).....

No Source Mentioned You/Source Not Proven As Credible

Source Mentioned At End/Beginning/Out of Place With Material Used

Visual Aid Constructed/Presented Well (2).....

Topic Has Audience's Interest (3).....

DELIVERY (20%).....

Physical (12)

Eye Contact Frequent and Consistent (8).....

Hurt By Reading Perhaps Hurt By Nervousness Neglecting Areas of the Room

Gestures Meaningful (2).....

Hands Too Active/Distracting Hands in Pockets Hands Playing With Items

Posture "Calm" (2).....

Stepping Around Rocking Back and Forth/Front to Back Slumped Over At Podium

Vocal (8)

Rate Appropriate (3).....

A Bit Fast WAY Too Fast A Bit Slow A Bit Choppy At Times Watch Long Pauses

Volume Appropriate (3).....

Tone Pleasing/Vocal Variety Used (2).....

Pronunciation Correct (0).....

Watch Ums Watch Uhs Watch Repeating This Word/Phrase:

SUBTOTAL.....

TIME OF SPEECH: _____ **penalties if needed....** _____

FINAL GRADE (PERCENTAGE/LETTER).....