

Name: \_\_\_\_\_

Date \_\_\_\_\_

### PRESENTATION ASSESSMENT CHECKLIST

**Instructions:** Use this checklist before your presentation to help you prepare. Following the presentation, rate your own performance. Your instructor will also complete a copy of this checklist.

Competencies	Demonstrated		Not Applicable
	Yes	No	
<b>Ability to establish and maintain a conducive learning environment.</b>			
▪ Introduces self.			
▪ Treats individuals with respect.			
▪ Is thoroughly familiar with materials.			
▪ Demonstrates a positive attitude toward the topic.			
▪ Encourages participation through sharing information and experience.			
▪ Encourages early participation through questioning.			
▪ Uses variety of teaching methods.			
<b>Ability to manage learning process.</b>			
▪ Discuss purpose/usefulness of material			
▪ Open presentation with strong beginning			
▪ Present information in logical order			
▪ Has prepared all training media in advance.			
▪ Demonstrates ability to create and use effective visual aids (charts, slides, etc.)			
▪ Starts/ends presentation on time			
<b>Ability to use effective presentation skills.</b>			
▪ Manages own nervousness so as not to detract from learning.			
▪ Uses natural and non-distracting gestures and movements.			
▪ Paces presentation sufficiently.			
▪ Consistently speaks in a clear and audible voice with a variety of inflections.			
▪ Uses the Instructor's Guide as a guide and not as a script.			

**Comments**

Evaluator: \_\_\_\_\_

Name: \_\_\_\_\_

Date \_\_\_\_\_

**PRESENTATION ASSESSMENT CHECKLIST (CONTINUED)**

Competencies	Demonstrated		Not Applicable
	Yes	No	
<b>Ability to use effective attending, observing, and listening skills.</b>			
▪ Makes appropriate eye contact with course participants, faces them.			
▪ Uses appropriate non-verbal behaviors.			
▪ Adapts presentation to respond to participants' nonverbal communication.			
▪ Paraphrases the words and feelings expressed by the course participants.			
▪ Verifies and clarifies when necessary.			
▪ Does not interrupt or make judgments.			
<b>Ability to use effective questioning techniques.</b>			
▪ Asks clear, understandable questions.			
▪ Provides opportunities for questions and reviews.			
▪ Uses open-ended questions.			
▪ Provides concise and correct answers to participants' questions.			
▪ Acknowledges participants' answers and responds non-defensively.			
▪ Repeats participants' questions before responding.			
▪ Redirects questions to participant or group.			
▪ Handles irrelevant questions appropriately.			
<b>Ability to engage participants in the learning process.</b>			
▪ States the purpose and objectives of training.			
▪ Keeps the course participants interested through participatory activities.			
▪ Introduces and provides clear instructions for a directed learning activity.			
▪ Has organized all materials for learning activities before the presentation.			
▪ Sets time limits for learning activities.			
▪ Summarizes and reviews course objectives at the end of segment.			

<p><b>Comments</b></p>
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**OVERALL RATING**

Ready To Train Independently

Not Ready To Train Independently

Evaluator: \_\_\_\_\_