**Presenters: Please fill in the grey boxes**

|  |  |  |
| --- | --- | --- |
| **Youth Name:** | **Date:** | **4-H Club(s):** |
| **Youth Age:** | **Years in 4-H:** | **Title of Presentation:** |
| **Length of Presentation:** | **Start:** | **End:** |

**Evaluators:** Please **HI-LIGHT** relevant comment box **Evaluator 1 Name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Evaluator 2 Name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **PRESENTER** | **Needs Improvement (1 point each)** | **Meets Expectations (2 points each)** | **Above Expectations (3 points each)** | **Outstanding (4 points each)** |
| **Appearance** | Inappropriate dress for public presentation, e.g., dirty, revealing, or ripped clothing, poor personal hygiene | Acceptable but some aspects of appearance could be improved upon e.g., untidy hair, untucked shirt | Well groomed; neat, clean, and appropriate attire for public speaking. | Extra thought and effort given to appearance/dress e.g., dress coincides with topic of presentation, professional standard turnout, color coordination |
| **Eye Contact** | Little or no direct eye contact with audience | Occasional eye contact with individuals throughout presentation | Eye contact with the audience for the majority of the presentation. | Established and maintained eye contact with entire audience throughout presentation |
| **Use Of Voice**  | Voice barely audible or inaudible and/or many ‘ums’ or silences | Voice audible but audience has to strain to hear clearly. Few ‘ums’ or silences | Voice audible above normal background noise. Very few hesitations | Voice very distinct and audible above all background noise with fluent delivery |
| **Posture/Poise**  | Appears very uneasy or nervous with distracting mannerisms, e.g., slouches, leans on table, fidgets, moves constantly, stands very stiffly | Appears to have nerves under control, able to stand straight with acceptable posture and minimal fiddling or distracting mannerisms | Appears calm, and relaxed, conveying confidence. Stands erect and uses appropriate & effective body language | Appears confident and in control with professional-level poise. Uses body language to enhance presentation |
| **Enthusiasm/****Inflection** | Appears unenthusiastic and disinterested with monotone delivery | Some enthusiasm and interest in topic are conveyed by tone of delivery | Clear enthusiasm displayed throughout in attitude and inflection | Infectious enthusiasm displayed throughout in attitude and inflection, wholly engaging audience |
| **Responding To Questions**  | Hesitant to answer, provides wrong information, or completely fails to respond to questions | Responds to most questions by giving basic information or answering ‘do not know’ and volunteering to research the answer | Remembers to repeat most questions to audience. Answers most confidently with an accurate, fairly detailed response.  | Repeats all question to audience then gives a detailed, accurate response, showing desire to seek out unknown answers or give possible sources |
| SUBJECT | **Needs Improvement** | **Meets Expectations** | **Above Expectations** | **Outstanding** |
| Topic Appropriate For Age & Experience | Too complex – presenter unable to handle complexities, or extremely simple – topic fails to challenge youth | Topic well suited for age/level of presenter, slightly challenging and well executed | A more complex topic that challenged presenter and was handled capably | An extremely challenging subject that was handled with skill and very well executed. |
| Understanding Of Subject Matter | Presenter shows little understanding and/or some areas of misunderstanding or confusion | Clear evidence of understanding the main points of content through presentation of information | Demonstrates thorough understanding through a fluid presentation of information and handling of questions | Superior grasp of information demonstrated through ease of explaining, and depth/breadth of response to questions |
| Information Sources | Information is incorrect, unreliable or not provided | Information is mainly correct and up-to-date with most sources appearing reliable | Information is correct and up-to-date with reliable sources provided | Information is correct and up-to-date and sources are cited in full, in writing as part of presentation |
| Adherence To Topic | Information presented in random order with no clear progression and/or irrelevant information | Information completely relevant to topic and logical order of presentation, start-finish | Relevant information, well organized, including sub-headings to enrich presentation | Excellent progression encompassing a wide depth/breadth of relevant information |
| Delivery | **Needs Improvement** | **Meets Expectations** | **Above Expectations** | **Outstanding** |
| Introduction | Brief/inadequate introduction of topic and/or self | Engages audience’s attention and introduces self and topic concisely | Grabs audience attention and interest, and effectively introduces topic and self | Fully engages audience attention and interest with detailed, effective introduction of self and topic, smoothly transitioning into presentation |
| Use Of Notes Or Visual Aids | Illegible or ineffective visual aids/equipment, and/or used poorly | Has adequate notes/visual cues and is able to use them to keep presentation flowing. Visually attractive and informational | Has high quality notes/visual cues and uses them as required smoothly and effectively, e.g., eye-catching poster, physical props | Well practiced use of notes/visual cues enhance presentation by enabling presenter to elaborate on complex topics |
| Grammar/Vocabulary | Poor grammar, limited vocabulary for age/level, incorrect use of terminology and/or mispronunciation of technical words | Proper grammar, appropriate vocabulary, correct pronunciation and use of technical terms | Good grammar, above average vocabulary, and excellent clarity of meaning | Advanced word choice; clever or witty vocabulary, used correctly in fluent sentences with clear meaning.  |
| Structure Of Presentation  | Little or no structure to presentation | Presentation includes all elements (introduction, content, summary, sources, questions) but lacking in complexity | Presentation includes all elements: introduction, well-organized content, summary, references and questions | All elements are included in a way which results in a professional-level presentation which flows and engages and educates the audience. |
| Summary | Minimal or no summary is provided | Includes a brief review of what has been covered and makes a closing statement | Includes a concise review of what has been covered stating importance, proposes follow-up topic(s) and makes a closing statement | Reviews what has been covered stating importance leaving audience captivated, proposes follow-up topic(s) and makes a strong closing statement  |
| Appropriate Length | Much shorter than time required for level due to inadequate content or much longer than time allowed due to poor planning or hesitations | Within the time allowed for level with appropriate content and planning | Within the time allowed for level with very good use made of time deliver content and educate the audience | Within the time allowed for level with exceptional coverage of content and educational impact for audience |
| **Additional Evaluator Feedback** |
| **NOTE: Allowances and/or accommodations will be made where possible for disadvantaged youth and those with special needs as appropriate** |

|  |  |  |
| --- | --- | --- |
| SCORES Pages 1+2 |  |  |
| Total Points |  | 16-29=White 30-44=Red 45-59=Blue 60-64=Purple | **RIBBON COLOR AWARDED (except Cloverbuds)** |  |