**Evaluation-Sheet for Speaking**

Tick the appropriate boxes.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **presenter**  | excellent | not bad but could do better | must do better | Date |
|  |
| **Topic** |  |
|  |
|  |
|  |  |  |  |  |  |
| **eye contact** | speaking freely, every listener feels addressed |  |  |  | reading off the page, (some) listeners ignored |
| **facial expression** | natural, open, relaxed, friendly ♥ smiling 🗢 |  |  |  | tense, unfriendly, expressionless, frozen |
| **posture, gestures**  | smooth, fluent movement, upright; establishing rapport with the audience  |  |  |  | hands in pockets, leaning, slouching, sitting  |
| **voice** | natural, varied tone and volume  |  |  |  | dull, (too) soft, monotonous [-‘---], no intonation |
| **clarity** | fluent, understandable, good articulation, well-placed pauses  |  |  |  | halting, hesitant, hurried, no pauses  |
|  |  |  |  |  |  |
| **vocabulary / syntax** | idiomatic, understandable and appropriate vocabulary, well-structured syntax |  |  |  | lots of unknown hard words, long sentences  |
| **grammar** | perfectly correct and plausible |  |  |  | incorrect, blunders, (bits are) incomprehensible |
| **pronunciation** | consistently (near-) native(AE, BE etc.)  |  |  |  | rather continental  |
| **structure** | clear outline, preview and review, frequent reference to it |  |  |  | neither pre- nor review, no orientation, going nowhere |
|  |  |  |  |  |  |
| **knowledge** | well-informed speaker, broad background knowledge  |  |  |  | wrong, imprecise, irrelevant, questions remain unanswered |
| **interest** | firmly based on common knowledge and adding to it  |  |  |  | too little or too much new information  |
|  |  |  |  |  |  |
| **advice on taking notes** | timely and clear, manageable worksheet  |  |  |  | too little, too late, misleading, too much ‘stuff’  |
| **visual or audio-aides** | chalk and board, transparencies, computer, projector, handouts, list of essential vocabulary |  |  |  | illegible, too much to read, font too small; too many items of vocabulary |
| **interaction** | questions and answers to engage the audience  |  |  |  | one-way communication throughout |
| **reinforcement** | quiz or test on the presentation afterwards |  |  |  | no effort at making the message memorable |
|  |  |  |  |  |  |
| How your performance would rate on a scale of 15 points |  |  |  | ?  |

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