

ENGR 301 Group Presentation Marking Scheme

Trait	Exemplary Performance (10-20 marks out of 20)
Client Focus	The purpose and relevance to the client/audience are clearly stated. Selection and presentation of the topic material is specific to client/audience context. Appropriately manages the volume and conceptual level of information presented and allows sufficient time for assimilation. Presentation provides value to client (rather than repeating known or obvious material).
Organisation	The topic is clearly introduced and the ideas developed follow a logical sequence. The theme and message are clearly stated, tightly focussed and well structured: concise, sufficient and self-consistent. The main points are emphasised at the end. Keeps to time.
Delivery (Nonverbal)	Smooth effective delivery: natural and confident with upright stance and appropriate use of hand gestures and movement in the room. Excellent voice control in terms of volume, pitch, clarity of articulation and pronunciation, pace and use of pauses. Makes consistent eye contact with the whole audience rather than the screen, desk, ceiling or elsewhere. Cue cards* are referred to sparingly and unobtrusively, for reference only. Clothing choices reveal an awareness of expectations and norms. Excellent handovers.
Language and Visual Aids (Verbal)	Language is audience- and setting-appropriate, and free of bias. The oral language is vivid, precise and appropriate for the presentation, while the written language on the visual aids is easy to read: clear, simple and summarise the key points. Visual aids such as graphs or images enhance the oral presentation through their discussion, rather than detract or distract from it through their neglect.
Technical Content (Post-delivery assessment)	The presentation fulfilled the purpose of an engineering presentation: to communicate <i>complex engineering design and technical</i> information. The information presented was of significance, substance and based on technical work completed at the time of the presentation, e.g. prototypes. Performance against this trait is, necessarily, finalised post-delivery and does not appear on the feedback sheet.

* Cue cards are smaller and less detailed than a sheet of notes or a script.

Mark-Grade Relationship

Mark out of 20	Grade	Indicative characterisation
18 to 20	A+	Outstanding performance
17	A	Excellent performance
16	A-	Excellent performance in most respects
15	B+	Very good performance
14	B	Good performance
13	B-	Good performance overall, but some weaknesses
12	C+	Satisfactory to good performance
11	C	Satisfactory performance
10	C-	Adequate evidence of learning
8 or 9	D	Poor performance overall, some evidence of learning
4 to 7	E	Well below the standard required
0 to 3	E	Seriously below the standard required

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Trait	Poor Performance (0-10 marks out of 20)
Client Focus	Relevance to client and project not stated. Topic material is generic, or trivial, e.g. a walk-through of a login page. Tries to address the perceived wants of the <i>lecturer</i> by speaking in academic terms. Presents things already known to the client or known in general, <i>even the client is playing on their phone</i> .
Organisation	No discernible theme or sequence. Topics appear unrelated, incoherent. Very hard to understand the relationship of the current topic to the whole. Speaker loses the point/theme of the presentation and struggles to re-orient. Verbose, uses many words to make a simple point. Runs short or long.
Delivery (Nonverbal)	Unnatural and uncomfortable body language which is embarrassing to watch. Immobile, doesn't gesture or scan the room. Speaks too softly and/or too fast and/or mumbles words and/or speaks in a monotone. Consistent eye contact with the screen, desk, ceiling, floor, etc. Reads from the screen or from a script on paper or on a smartphone. Clothing choices are a distraction. Ignores everyone before and after their presentation.
Language and Visual Aids (Verbal)	Speaks like a <i>student</i> trying to show they know their material to their <i>lecturer</i> , i.e. uses words used in lectures, which are context inappropriate. Slides are hard to read and even harder to understand: cryptic bullet points and lots of unused white space. Images are randomly inserted after a hasty online search, or are absent altogether. Demonstration/screenshots are unreadable.
Technical Content (Post-delivery assessment)	Little evidence that there is a basis of work for the presentation. Communicates trivial engineering <i>design and technical</i> information, or no technical information at all. The presentation is easily forgettable once the speaker has finished, <i>a McDonalds burger has more substance than this</i> . Performance against this trait is, necessarily, finalised post-delivery and does not appear on the feedback sheet.

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