



**Evaluation Criteria for Oral Presentations**  
 (Ask your teacher how these criteria will be applied to your webquest)

Criteria	Four points	Three points	Two points	One point
Health, Human Interest	The oral presentation highlights one or more health issues of interest to youth and conveys their importance. The arguments emphasize the actions that youth or others can take to prevent the health problem.	The editorial addresses a health topic of interest to youth, but the arguments do not effectively communicate the actions that youth or others can take to prevent the problem.	The editorial addresses a health topic of interest to youth, but does not convey its importance, or the actions that should be taken.	The report does not address an health topic or issue of interest to youth
Accuracy	All health messages in the presentation are logical, realistic and well presented.	Most of the messages in the presentation are logical and realistic	The messages presented are about the health issue, but are not interesting, logical or realistic.	The health messages made in the editorial are not interesting, logical or are unrealistic.
Health Promoting Purpose	The presentation suggests several health-promoting actions, feelings/ attitudes or beliefs that youth are likely to remember or that others are likely to act upon.	The presentation suggests at least one action, feeling or attitude that youth are likely to remember or action that others are likely to act upon.	The health-promoting message is present, but not clearly defined or presented in the editorial.	The health promoting purpose of the presentation is not clearly presented.
Topic Discussion	Informed when speaking (without reference to notes) about the material.	Informed when speaking about the material while referencing notes.	Simply read information from paper	Unable to accurately discuss information related to topic
Lead/Title/ Background/Intro	The presentation had an interesting lead to bring the audience into the presentation. The content contains abundant background information about the issue. The presentation has a clearly stated message toward the beginning.	The presentation had an interesting lead to bring the reader into the story. This story contains some background information about the issue being debated. The presentation has a message that could be stated more clearly.	The presentation had a lead but it needs to be more interesting. This presentation contained very little background information about the issue at hand. This article had a message that is somewhat confusing.	The presentation had a boring or confusing lead. The presentation contains no background information about the issue. The presenter was very confusing about his/her message on the issue.
Logical Reasoning	The presentation contains at least three different, but persuasive reasons/ideas/facts to support the intended message. All of the reasons were of concern to and would convince/inform the audience in an appropriate way. The speaker writer ended the presentation giving at least three specific recommendations for the	The presentation contains at least two different, but persuasive reasons/ideas/facts to support the intended message. Both of the reasons were of concern to and would convince/inform the audience in an appropriate way. The speaker ended the article giving at least two specific	The presentation contains only one persuasive reason/idea/fact to support the intended message. This reason was of concern to and would convince/inform the audience in an appropriate way. The	The presentation did not contain any persuasive reasons/ideas/facts to support the intended message. The reasons that were presented were not of concern to and would not convince/inform the audience in an appropriate way. The speaker did not end

Teacher Tool for Webquests

	audience.	recommendations for the audience.	speaker ended the presentation giving at least one specific recommendation for the audience	the presentation by giving any specific recommendations for the audience.
Organization, Structure, Presentation	Each major point in the presentation was clearly made and explained. The presenter used effective words, gestures, humour, emotions and other techniques throughout the presentation. The ending of the presentation restated message and all the reasons/ideas/facts. The presenter used health terms correctly and pronounced them correctly.	Most of the major points in the presentation were clearly made and explained. The presenter usually used effective words, gestures, humour, emotions and other techniques throughout the presentation. The ending of the presentation restated the message and most of the supporting reasons/ideas/facts. The presenter used most health terms correctly and pronounced them correctly.	Some of the major points in the presentation were clearly made and explained. The presenter used one or two effective words, gestures, humour, emotions and other techniques in the presentation. The ending of the presentation restated the message but not any the reasons/ideas/facts. The presenter did not use health terms correctly.	Few or none of the major point in the presentation were clearly made and explained. The presenter did not use any effective words, gestures, humour, emotions and other techniques in the presentation. The ending of the presentation did not restate the message or any of the reasons/ideas/facts. The presenter did not use any of the related health terms correctly.
<b>Visuals &amp; Supplementary Materials</b>	Oral report included computer-generated and/or hand made visual or auditory aids (overheads, power-point, slides, handouts, graphs, tables, charts, pictures, music etc) and was presented in a way that enhanced presentation and that used multi-media software and hardware.	Oral report included computer-generated and/or hand made visuals (overheads, power-point, slides, handouts, art, graphs, tables, charts, music or videos) that were presented in a way that enhanced presentation but they were not presented with multimedia software.	Oral report included visual or auditory aids but they did not enhance presentation.	Oral report did not include visual or auditory aids or supplementary materials.
<b>Quality, relevance of supplementary materials</b>	The visual/auditory aids or materials accurately reflect the information, data, results and/or message. They were organized in a way that consistently enhanced the audiences' ability to understand the messages, information, data and results. The quality was attractive amusing and/or interesting.	The visual/auditory aids or materials accurately reflect the information, data, results and/or message. They were organized in a way that usually enhanced the audience's ability to understand the messages, information, data and results. The quality and attractiveness were satisfactory.	The visual/auditory aids or materials did not accurately reflect the information, data, results and/or message. They were presented in a way that did not enhance the audience's ability to understand the messages, information, data and results. The quality was poor.	Oral report did not include visual or auditory aids or supplementary materials