Presenter Name _____   Reviewer Name _____

Instructions for Evaluation

As a Portfolio Reviewer, the School of Technology, Art & Design requests that you make a formal judgment of the Presenters you evaluate by marking the appropriate number in the scoring scales; a 5 signifies professional competence on the numeric evaluation, while a 1 indicates inferior performance and lack of understanding. Furthermore, The TAD School asks that you provide brief qualitative remarks in the Comments areas within each assessment section to express any additional thoughts beyond the quantitative value. Lastly, use the Overall Comments section on page 4 of this evaluation to briefly summarize your overall review of the student.

In each portfolio review session, The TAD School asks that reviewers evaluate, score, and comment on: professional etiquette, individual project quality, overall presentation design, and overall presentation delivery. You will have access to student projects before their formal presentation on the Portfolio Review Day. Use this time to start the review process. Once reviewers are complete with the evaluation process, please upload the completed PDF under your student's page on The TAD School's Portfolio Review website: www.thetadschool.com » Go to your student's profile (under Presenters) and use the Submit File feature.

The TAD School uses this document to assess the individual student presenters and our overall academic programs. Each student presenter will also receive a copy of this evaluation form. Thank you for your participation in this learning process.

A. Professional Etiquette

The core of good etiquette in business is to act with kindness, respect, and consideration for those around you, while demonstrating self-confidence and competence. Critical components of Professional Etiquette include:

poor » moderate » excellent

Personal Presentation: Professional appearance and visual self-representation.
Did the presenter appear appropriately dressed and groomed for the occasion? 1   2   3   4   5

Professional Mannerism: Body language and behavior. Positivity and preparedness.
Was the presenter confident, positive, and prepared, or appear unhappy or unprepared? 1   2   3   4   5

Professional Communication: Written and verbal communication.
Was the presenter clear-spoken and effective in earlier emails and while presenting live? 1   2   3   4   5

Technological Proficiency: Use of technology and presentation tools.
Did the presenter prepare and control the setting, lighting, props, and tools effectively? 1   2   3   4   5

Ability to Receive Constructive Criticism: Receptiveness to opinions and advice.
Did the presenter seek, accept, and respond to reviewer feedback appropriately? 1   2   3   4   5

Overall Points: _____ /25

Comments:

B. Individual Portfolio Projects

After the presentation please encourage a productive conversation among the participants. This critique aims to foster a collaborative conversation as designers of different experience levels and to advance the student as a contributing member. The TAD School expects reviewers to respond clearly to the student presenter based on your impressions of their work, their presentation, and their process. Please allow time for positive feedback, negative feedback, and suggestions for improvement. A review session should be eye-opening and inspiring. Expectations for student work include the following:

1. Project: _____

poor » moderate » excellent

Student demonstrates accurate and effective use of art and design vocabulary	1	2	3	4	5
Project goals are clearly understood and appropriately explained	1	2	3	4	5
Project concept is original, compelling, and clearly informs the final work	1	2	3	4	5
Work presented is complete, effective, and engaging	1	2	3	4	5
Creative process is logical and sensible given the project circumstances	1	2	3	4	5
Student demonstrates craftsmanship and technical skills; the work is successfully completed	1	2	3	4	5
Final work is a compelling, aesthetically pleasing, and effective solution to the project goals	1	2	3	4	5

Project Points: _____ /35

Comments:

2. Project: _____

Student demonstrates accurate and effective use of design vocabulary	1	2	3	4	5
Project goals are understood by the student and made clear to the reviewer	1	2	3	4	5
Project concept is original, compelling, and clearly informs the final work	1	2	3	4	5
Work presented is complete, effective, and engaging	1	2	3	4	5
Creative process is logical and sensible given the project circumstances	1	2	3	4	5
Student demonstrates craftsmanship and technical skills to successfully complete the work	1	2	3	4	5
Final work is a compelling, aesthetically pleasing, and effective solution to the project goals	1	2	3	4	5

Project Points: _____ /35

Comments:

3. Project: _____

poor » moderate » excellent

Student demonstrates accurate and effective use of design vocabulary..	1 2 3 4 5
Project goals are understood by the student and made clear to the reviewer.................................	1 2 3 4 5
Project concept is original, compelling, and clearly informs the final work..	1 2 3 4 5
Work presented is complete, effective, and engaging..	1 2 3 4 5
Creative process is logical and sensible given the project circumstances..	1 2 3 4 5
Student demonstrates craftsmanship and technical skills to successfully complete the work..................	1 2 3 4 5
Final work is a compelling, aesthetically pleasing, and effective solution to the project goals	1 2 3 4 5

Project Points: _____ /35

Comments:

C. Presentation Design

In addition to the individual works that the presenter has chosen to share with reviewers, the art of creating an excellent visual presentation is itself an important project. The student's visual aids should be well-organized, complete, and have a cohesive visual design style. Specific goals and expectations for the student's presentation design include:

The Student's presentation correctly delivered all required elements	1 2 3 4 5
The presentation was aesthetically pleasing, well organized, and highly refined...............................	1 2 3 4 5
All physical materials, digital work, and models were comprehensive..	1 2 3 4 5
The presentation design was sophisticated, visually compelling, and cohesive.................................	1 2 3 4 5
The presentation design effectively assisted in the delivery and comprehension of the work.................	1 2 3 4 5
The presentation design was compelling and led to in-depth discussion of the work................................	1 2 3 4 5

Presentation Design Points: _____ /30

Comments:

D. Presentation Delivery

Good delivery depends on comprehensive knowledge of the subject and a well-written and rehearsed narrative.
The specific goals and expectations for the student's presentation delivery include:

Positive and professional introduction	1	2	3	4	5
Intelligent narrative for individual works	1	2	3	4	5
Vocal clarity and variety	1	2	3	4	5
Eye contact, gesture, and audience awareness	1	2	3	4	5
Comfort level, interest, authenticity	1	2	3	4	5
Vocabulary; correct use of design terminology	1	2	3	4	5
Completeness and logical conclusion	1	2	3	4	5
Acceptance of and appropriate responses to criticism and feedback	1	2	3	4	5

Presentation Delivery Points: _____ /40
Comments:

Overall Comments:

Thank you again, for your participation in our Portfolio Review, especially this year of strained creativity and community.
Once completed, please save this PDF and submit it to us via upload at the School of TAD Portfolio Review website:
www.thetadschool.com » Go to your student's profile (under Presenters) and use the Submit File feature.