1. Clarify your **learning objectives** for this assignment. What do you hope your students will achieve through the preparation and presentation of this oral assignment?

2. Decide on the **type of assignment** that would best suit your goals. Some suggestions include: group presentation, demonstration, debate or panel discussion, role play, research or article summary, impromptu speaking assignment, persuasive presentation.

3. Identify what **specific skills** you expect the students to master and demonstrate in this presentation, such as good organization, ability to synthesize/summarize information, listening skills, use of supporting materials, strong delivery.

4. Identify the **parameters of the assignment**: time limits, use of technology or props, need for/types of references, accompanying written assignment (outline, paper, bibliography), evaluation rubric.

5. Develop/adapt an **evaluation tool** to use. Be sure your learning objectives are clearly reflected in the evaluation form.

6. Provide **in-class instruction and/or resources** on expected skills needed for the assignment, such as organization, delivery techniques, the research process, constructing models or visuals, group discussion, debate.

7. Allow in-class time to clarify, **discuss questions/concerns**. When are presentations scheduled? Who runs any technological equipment? What happens in the event of equipment failure? What happens in the event of illness or absence? Are presentations timed? Are there penalties if students go over or under time? What is required of the audience? What will be your role during the presentation? Will presentations be taped? Are students required to dress up? If so, define/clarify.

8. **On presentation days**: Be prepared, make sure classroom is set up. Have evaluation forms ready. Decide on speaking order. Will you allow time for in-class comments and discussion? Does the audience know their role? Foster a supportive environment for presentations. Keep track of the time. Initiate applause, comments, feedback.

9. **Know how you will manage evaluations**. Will you make comments on the evaluations? Do you expect peer- or self-evaluations? Will these factor in to the students’ grades? Are you giving numeric or letter grades? Can you articulate what constitutes an “A” and the difference between a “B” and “B minus”? If taped, are students expected/required to review their presentations? What is the timeline for returning grades?

10. Schedule make-up days if needed. Expect the unexpected.