

**HAS Presentation Rubric**

Name: \_\_\_\_\_

Poster Title \_\_\_\_\_

	<b>Advanced/4</b>	<b>Proficient/3</b>	<b>Basic/2</b>	<b>Written Feedback on Specific Sections</b>
<p><b>Scientific Merit and Content of Presentation</b></p> <p><i>Overall Merit &amp; Content Score:</i> (Circle One)</p> <p>4 3.5 3 2.5 2 &lt; 2</p>	<p>All Proficient criteria <b>AND:</b></p> <p><input type="checkbox"/> The effectiveness of the method(s) is explained</p> <p><input type="checkbox"/> Additional sets of data are collected and/or analyzed for validation</p> <p><input type="checkbox"/> Connects the significance of the research with human, societal, or environmental impacts</p> <p><input type="checkbox"/> Conclusion identifies the importance of the analysis and why it is important to society/the environment.</p> <p><input type="checkbox"/> Future work is clearly connected to the work done in the current project</p>	<p><input type="checkbox"/> Clearly and concisely states problem in accessible language</p> <p><input type="checkbox"/> States significance of problem with regard to HAS applications</p> <p><input type="checkbox"/> Method(s) is clear and easy to follow</p> <p><input type="checkbox"/> An adequate amount of data has been collected to analyze the problem</p> <p><input type="checkbox"/> The experimental design is adequate to show a relationship between variables</p> <p><input type="checkbox"/> Acknowledgement of limitations and assumptions of the experimental design</p> <p><input type="checkbox"/> Conclusion is clearly stated and intentionally linked to the data and analysis</p> <p><input type="checkbox"/> Future work is articulated</p>	<p><input type="checkbox"/> Statement of problem</p> <p><input type="checkbox"/> Partly or attempts to explain the significance of the problem</p> <p><input type="checkbox"/> Explains method(s) used</p> <p><input type="checkbox"/> Data collection is in the process and is ongoing</p> <p><input type="checkbox"/> Conclusions are listed</p>	<p><input type="checkbox"/></p>
<p><b>Delivery and Presentation</b></p> <p><i>Overall Presentation Score:</i> (Circle One)</p> <p>4 3.5 3 2.5 2 &lt; 2</p>	<p>All Proficient criteria <b>AND:</b></p> <p><input type="checkbox"/> Speaking habits and body language are refined and natural (e.g. not necessarily tethered to speaking podium)</p> <p><input type="checkbox"/> Presentation promotes audience to ask questions during question time</p> <p><input type="checkbox"/> Transitions between various sections and graphics are natural and refined</p> <p><input type="checkbox"/> Overtly connects graphics to the overall significance of the research</p> <p><input type="checkbox"/> Response to questions shows an exceptional understanding of the research and background information.</p>	<p><input type="checkbox"/> Within time limit (10-12 min.)</p> <p><input type="checkbox"/> Smooth interaction with presentation materials</p> <p><input type="checkbox"/> Graphics are incorporated within talk, and notable feature(s) of the graphic are identified</p> <p><input type="checkbox"/> Appropriate voice level</p> <p><input type="checkbox"/> Appropriate body language (e.g. faces audience more than screen)</p> <p><input type="checkbox"/> Easy to follow and fluid speech</p> <p><input type="checkbox"/> Positive and excited attitude</p> <p><input type="checkbox"/> Presentation maintains audience interest and attention</p> <p><input type="checkbox"/> Response to questions show clear understanding of the research and background information.</p>	<p><input type="checkbox"/> Under or over time limit (&lt;8 min. or &gt;12 min)</p> <p><input type="checkbox"/> Somewhat memorized</p> <p><input type="checkbox"/> Some incorporation of a visual and graphics in presentation</p> <p><input type="checkbox"/> Organized</p> <p><input type="checkbox"/> Response to questions shows some understanding of the research and some background information.</p>	

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<p><b>Presentation Design</b></p> <p><i>Overall Poster Design Score: (Circle One)</i></p> <p>4 3.5 3 2.5 2 &lt; 2</p>	<p>All Proficient criteria. <b>AND:</b></p> <p><input type="checkbox"/> Effective innovations in layout and design style (e.g. animations enhance rather than distract, thoughtful color design, emphasis on graphics over text, creative use of space...etc.)</p>	<p><input type="checkbox"/> Appropriate font size</p> <p><input type="checkbox"/> Logical sequence of content</p> <p><input type="checkbox"/> Balanced between graphic and text- At least one graphic/visual on every slide</p> <p><input type="checkbox"/> Graphics are sharp, uncluttered, and properly labeled (e.g. axes, title, legend...etc.)</p> <p><input type="checkbox"/> In line citations if appropriate</p>	<p><input type="checkbox"/> Sequence of slides is somewhat logical</p> <p><input type="checkbox"/> Graphics, pictures, and/or figures are included with descriptive explanations</p> <p><input type="checkbox"/> Slides are legible to entire audience</p>	<p><input type="checkbox"/></p>
<p><b>Averaged Overall Score:</b></p>	<p>4      3.5      3      2.5      2      1.5      1</p>			

**Notes/Feedback:**

Presentation is specific to (circle one):      Graduate Research                              Undergraduate Research                              N/A

<p><b>What?</b> (What is the problem addressed?)</p>	<p><b>So What?</b> (In other words, why should we care?)</p>	<p><b>Now What?</b> (How was the problem investigated &amp; what did they learn?)</p>

**Learning Outcomes: SWBAT**

- analyze scientific data and formulate conclusions.
- effectively communicate scientific concepts and research.