BIMD 480 – Senior Seminar
Rubric for Research Presentation

	Exemplary (4 pts)	Accomplished (3 pts)	Developing (2 pts)	Beginning or Incomplete (1-0 pts)	Score	Weight	Total Score
Organization - general	Has a clear opening statement that catches the audience's interest; stays focused throughout; includes smooth and clever transitions which are succinct but not choppy; summarizes main points	Has a clear opening statement; stays focused throughout; includes transitions between main points, but could have better transitions from idea to idea; summarizes main points	Introduces the main idea; student jumps around from topic to topic and several points are confusing; includes some transitions, but there is difficulty following the presentation; ends with summary or conclusion but there is little evidence of evaluating content based on evidence	Has no opening statement or irrelevant statement; uses ineffective transitions that rarely connect points and there seems to be no sequence for information; presentation is choppy and disjointed; ends without a summary or conclusion		x 2	
Organization – data / results	Professional looking and accurate representation of the data in tables and/or graphs. Graphs and tables are labeled and titled.	Accurate representation of the data in tables and/or graphs. Graphs and tables are labeled and titled.	Accurate representation of the data in written form, but no graphs or tables are presented.	Data are not shown, are inaccurate OR are so disorganized the reader can't make sense of them.		x 8	
Content	Speaker provides an accurate and complete explanation of key concepts and theories, drawing upon relevant literature. Applications of theory are included to illuminate issues; level of presentation is appropriate for the audience.	For the most part, explanations of concepts and theories are accurate and complete. Some helpful applications of theory are included.; level of presentation is generally appropriate.	Explanations of concepts and/or theories are inaccurate or incomplete. Little attempt is made to tie in theory. There is a great deal of information that is not connected to the presentation thesis; portions of presentation are too elementary or too sophisticated for audience.	--No reference is made to literature or theory. Thesis not clear; information included that does not support thesis in any way; presentation consistently is too elementary or too sophisticated for the audience		x 8	
Use of PowerPoint	Graphics are designed reinforce presentation thesis and maximize audience understanding; use of media is varied and appropriate with media not being added simply for the sake of use; visual aids were colorful and large enough to be seen by all be even those in back of the class; media are prepared in a professional manner; details are minimized so that main points stand out.	While graphics relate and aid presentation thesis, these media are not as varied and not as well connected to presentation thesis; font size is appropriate for reading; appropriate information is prepared but some material is not supported by visual aids.	Occasional use of graphics that rarely support presentation thesis; visual aids were not colorful or clear; c hoppy, time wasting use of multimedia; lacks smooth transition from one medium to another; font is too small to be easily seen; communication aids are poorly prepared or used inappropriately; too much information is included; unimportant material is highlighted.	Student uses superfluous graphics, no graphics, or graphics that are so poorly prepared that they detract from the presentation; font is too small to be easily seen		x 2	

	Exemplary (4 pts)	Accomplished (3 pts)	Developing (2 pts)	Beginning or Incomplete (1-0 pts)	Score	Weight	Total Score
Use of Literature	Literature citations are included on the slides as appropriate and referred to in the talk.	Some literature citations are included, but a thorough job is not done.	Incomplete or inaccurate citations are given or a list of consulted literature is simply given at the end of the talk.	No literature citations are included.		x 1	
Response to questions	Encourages audience interaction and calls on classmates and professors by name; demonstrates extensive knowledge of the topic by responding confidently, precisely and appropriately to all audience questions	Encourages audience interaction; demonstrates knowledge of the topic by responding accurately and appropriately addressing questions; at ease with answers to all questions but fails to elaborate.	Reluctantly interacts with audience; demonstrates some knowledge of rudimentary questions by responding accurately to questions.	Avoids or discourages active audience participation; demonstrates incomplete knowledge of the topic by responding inaccurately and inappropriately to questions		x 2	
Audience Response	Involved the audience in the presentation; held the audience's attention throughout.	Presented facts with some interesting "twists"; held the audience's attention most of the time.	Some related facts but went off topic and lost the audience.	Incoherent; audience lost interest.		x 1	
Length of Presentation	Presentation was 11-12 minutes long	--Within 1 minute of allotted time +/–	--Within 2 minutes of allotted time +/–	--Too long or too short by 3 or more minutes		x 1	

	Criteria below apply to the written abstract						
	Exemplary (4 pts)	Accomplished (3 pts)	Developing (2 pts)	Beginning or Incomplete (1-0 pts)	Score	Weight	Total Score
Writing Style & Mechanics	Chooses words for their precise meaning and uses an appropriate level of specificity. Writing is concise. Tone of abstract is appropriate for the intended audience. Sentences are varied, well-structured and focused. Free of all spelling, punctuation and grammatical errors.	Appropriate level of specificity to language. Writing is concise. Tone of abstract is appropriate for the intended audience. Sentences are varied, well-structured and focused. Few if any spelling, punctuation and grammatical errors.	Language may lack specificity at times. Writing may lack concision. Tone of abstract may not be wholly appropriate for the intended audience. Some sentences may be repetitive, poorly structured or unfocused. Multiple spelling, punctuation and grammatical errors.	Language lacks specificity and concision. Tone may be inappropriate for the intended audience. Sentences are repetitive, poorly structured or unfocused. Spelling, punctuation and grammatical errors confuse the reader or block his or her ability to understand the argument.		x 1	