

Undergraduate Research Conference Evaluation Rubric: Virtual Presentations

| Criteria | Mastery Level | | | |
|----------------------------|--|---|---|---|
| | 1-Beginning | 3-Developing | 5-Proficient | 7-Mastery |
| Organization | Organizational pattern is not observable within the presentation. | Organizational pattern is <i>intermittently</i> observable within the presentation. | Organizational pattern is <i>clearly</i> and <i>consistently</i> observable within the presentation. | Organizational pattern is clearly and consistently observable (specific introduction and conclusion, sequenced material within the body, and transitions) and makes the content of the presentation <i>cohesive</i> . |
| Language | Language choices are unclear and minimally support the effectiveness of the presentation. | Language choices are <i>commonplace</i> and partially support the effectiveness of the presentation. | Language choices are <i>thoughtful</i> and generally support the effectiveness of the presentation. | Language choices are <i>compelling</i> , and enhance the effectiveness of the presentation. |
| | Language in presentation is not appropriate to audience. | Language in presentation is appropriate to audience. | Language in presentation is appropriate to audience. | Language in presentation is appropriate to audience. |
| Delivery | Delivery techniques detract from the understandability of the presentation. | Delivery techniques make the presentation <i>understandable</i> . | Delivery techniques make the presentation <i>interesting</i> . | Delivery techniques make the presentation <i>compelling</i> . |
| | Speaker appears uncomfortable. | Speaker appears tentative. | Speaker appears comfortable. | Speaker appears polished and confident. |
| Supporting Material | Insufficient supporting materials make reference to information. | Supporting materials make appropriate reference to information. | Supporting materials make appropriate reference to information. | A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information. |
| | Analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic. | Analysis that <i>partially</i> supports the presentation or establishes the presenter's credibility/authority on the topic. | Analysis that <i>generally</i> supports the presentation or establishes the presenter's credibility/authority on the topic. | Analysis that <i>significantly</i> supports the presentation or establishes the presenter's credibility/authority on the topic. |
| Central Message | Central message can be deduced, but is not explicitly stated in the presentation. | Central message is basically understandable but is not often repeated and is <i>not memorable</i> . | Central message is <i>clear</i> and <i>consistent</i> with the supporting material. | Central message is <i>compelling</i> (precisely stated, appropriately repeated, memorable, and strongly supported.) |
| Virtual Format | Presentation longer than 7 minutes by more than 60 seconds. | Presentation longer than 7 minutes by 30 to 60 seconds. | Presentation longer than 7 minutes by up to 30 seconds. | Presentation no longer than 7 minutes. |
| | 10 or more slides used. | 9 slides used. | 8 slides used. | 7 or fewer slides used. |
| | At least one major issue with clarity or relevance of visuals. | Multiple instances of a visual with minor clarity or relevance issues. | One instance of a visual with minor clarity or relevance issues. | Visuals clear and relevant. |