| Attribute | 1  Not acceptable | 2  Below expectations | 3  Meets expectations | 4  Exceeds expectations | Score |
| --- | --- | --- | --- | --- | --- |
| Overview | The purpose is not clear or not explicitly stated. There is no or only a minimal attempt to link the project to current research or needs in the area. | The purpose of the project is only partially clear. There is vague attempt to link the project to current research but the relationship is not fully established. | The purpose of the project activity is clearly and logically stated in mostly general terms. The presenters attempt to link the project to current research in the area and generally succeed although there may some minor questions about the relationship. | The purpose of the project is clearly and logically stated in appropriate technical language. The presenters frame the project concisely within the broader context of current research and needs in the area. | 4/4 |
| Technical Content | There are major misunderstandings of the technical content demonstrates by the description of concepts, skills, and tools. There is no indication that the presenters have a clear understanding of the majority of the relevant material. | There are some major misunderstandings of the technical content demonstrated by the description of concepts, skills, and tools. Presenters may have some understanding of the relevant materials but it is clear there are some significant knowledge shortcomings. | The presentation is mostly accurate in its description of concepts, skills, and tools. There may be some minor misunderstandings. However, the presenters demonstrate a general understanding of these areas. | The presentation accurately describes concepts, skills, and tools. It is clear that the presenters understand the content area. | 4/4 |
| Organization | The information presented does not follow a logical sequence. Presentation also omits some major information while also including several pieces of irrelevant data. | Some information does not follow a logical sequence. Some relevant information is omitted and/or the presentation includes unnecessary or irrelevant information. | Presentation flows logically and presents mostly pertinent information. | The presentation is very well organized and the sequence of ideas and information enhances the presentation. Only pertinent information is presented. | 4/4 |
| Conclusions | The conclusions drawn from the data are completely flawed and do not reflect a clear grasp of what the results mean. | The presenters draw partially flawed conclusions from the data demonstrating some conceptual misunderstandings. | The presenters are able to draw logical conclusions from the data. | The presenters draw logical conclusions from the data and clearly spell out the greater implications of the results. | 4/4 |
| Group Presentation Skills | One or a few members tend to dominate the presentation and there is clear lack of participation on the part of all members. There are few if any transition problems since only one or a few members are actually participating in the delivery. | Not every member of the team participated in the delivery of the presentation or the participation of one or two members was minimal. There is a clear inequity in the division of labor. There were a few rough transition areas where the members seemed unsure of the next speaker. | Each member of the team participated in the delivery of the presentation. However, there did not seem to be an equitable division of labor since some members had more delivery time than others. The flow from one speaker to the next was relatively smooth although there were a few minor transitional issues. | Each member of the team fully participated in the delivery of the presentation and there was an equitable division of labor. The flow of the presentation made it clear that team members had practiced not only their delivery but the transitions from one section to the next. | 4/4 |
| Q and A  Audience Interaction | The presenters are unable to provide clear and accurate answers to many of the questions posed by the audience. | Presenters answer most questions vaguely and inconclusively. Even when they may not know an answer they attempt to provide multiple answers in order to arrive at a correct one. | Presenters present clear mostly accurate answers to many of questions posed by the audience. They may attempt to answer question before acknowledging they do not know the answer to something. | Presenters provide clear and accurate answers to most questions posed by audience. However, they also readily admit when they do not have an answer to a particular question. | 4/4 |
| Time Management |  |  |  | The group manages time very effectively. Students work within the parameters allocating time | 4/4 |
| Formatting  And  Visual Aids | Figures and text difficult to read and/or understand. There are frequent spelling and grammatical errors. Text is mostly copied verbatim from other sources. | Sometimes figures and text are difficult to read and/or understand. There are some spelling and grammatical mistakes. Some verbatim copying from other sources. | Figures and text are mostly easily understood. There are few spelling and/or grammatical errors. Presenters use verbatim copy only when necessary to make a point. | Figures and text are clear, easy to understand, and enhance the overall appeal of the presentation. There are no spelling or grammatical errors. Presenters mostly use their own perspectives or summaries of source material to make a point. | 4/4 |