# HAS Presentation Rubric

**Scientific Merit and Content of Presentation**

**Overall Merit & Content Score: (Circle One)**

- 4
- 3.5
- 3
- 2.5
- 2
- < 2

**Advanced/4**

- All Proficient criteria AND:
  - The effectiveness of the method(s) is explained
  - Additional sets of data are collected and/or analyzed for validation
  - Connects the significance of the research with human, societal, or environmental impacts
  - Conclusion identifies the importance of the analysis and why it is important to society/the environment.
  - Future work is clearly connected to the work done in the current project

**Proficient/3**

- Clearly and concisely states problem in accessible language
- States significance of problem with regard to HAS applications
- Method(s) is clear and easy to follow
- An adequate amount of data has been collected to analyze the problem
- The experimental design is adequate to show a relationship between variables
- Acknowledgement of limitations and assumptions of the experimental design
- Conclusion is clearly stated and intentionally linked to the data and analysis
- Future work is articulated

**Basic/2**

- Statement of problem
- Partly or attempts to explain the significance of the problem
- Explains method(s) used
- Data collection is in the process and is ongoing
- Conclusions are listed

**Written Feedback on Specific Sections**

- Under or over time limit (<8 min. or >12 min)
- Somewhat memorized
- Some incorporation of a visual and graphics in presentation
- Organized
- Response to questions shows some understanding of the research and some background information.

**Delivery and Presentation**

**Overall Presentation Score: (Circle One)**

- 4
- 3.5
- 3
- 2.5
- 2
- < 2

**All Proficient criteria AND:**

- Speaking habits and body language are refined and natural (e.g. not necessarily tethered to speaking podium)
- Presentation promotes audience to ask questions during question time
- Transitions between various sections and graphics are natural and refined
- Overtly connects graphics to the overall significance of the research
- Response to questions shows an exceptional understanding of the research and background information.

- Within time limit (10-12 min.)
- Smooth interaction with presentation materials
- Graphics are incorporated within talk, and notable feature(s) of the graphic are identified
- Appropriate voice level
- Appropriate body language (e.g. faces audience more than screen)
- Easy to follow and fluid speech
- Positive and excited attitude
- Presentation maintains audience interest and attention
- Response to questions show clear understanding of the research and background information.

- Under or over time limit (<8 min. or >12 min)
- Somewhat memorized
- Some incorporation of a visual and graphics in presentation
- Organized
- Response to questions shows some understanding of the research and some background information.
### HAS Presentation Rubric

<table>
<thead>
<tr>
<th>Presentation Design</th>
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<tbody>
<tr>
<td><strong>Overall Poster Design Score:</strong></td>
<td>(Circle One)</td>
<td>4</td>
<td>3.5</td>
<td>3</td>
<td>2.5</td>
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<tr>
<td><strong>Score:</strong></td>
<td>□ All Proficient criteria. AND:</td>
<td>□ Appropriate font size</td>
<td>□ Sequence of slides is somewhat logical</td>
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<td>□ 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.)</td>
<td>□ Logical sequence of content</td>
<td>□ Graphics, pictures, and/or figures are included with descriptive explanations</td>
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<td>□ Balanced between graphic and text- At least one graphic/visual on every slide</td>
<td>□ Graphics are sharp, uncluttered, and properly labeled (e.g. axes, title, legend...etc.)</td>
<td>□ Slides are legible to entire audience</td>
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<td>□ In line citations if appropriate</td>
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</table>

### Averaged Overall Score:

| 4 | 3.5 | 3 | 2.5 | 2 | 1.5 | 1 |

### Notes/Feedback:

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

### What?
(What is the problem addressed?)

### So What?
(In other words, why should we care?)

### Now What?
(How was the problem investigated & what did they learn?)

### Learning Outcomes: SWBAT
- analyze scientific data and formulate conclusions.
- effectively communicate scientific concepts and research.