**Rubric for NACS QE Oral Presentation Skills**

**The goal of this form is to evaluate and counsel students on their ability to speak about their science in front of an audience. Please work together as a committee to mark the most appropriate rating for each concept. No more than 6 ratings (one for each concept) should be marked on this rubric. Submit this rubric with the other QE evaluation forms.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Concept** | **Exceeds Expectations** | **Meets Expectations** | **Does not Meet Expectations** |
| **Organization/Reasoning** | Presentation is clear, logical, organized. Committee can easily follow Aims, Hypotheses, Methods. | Presentation is generally clear and well-organized. A few points may be unclear, jump or seem less well-grounded. | Committee can follow presentation with some effort to “fill in blanks.” Some sections are not clear or appropriately grounded. Organization is poor. |
| **Presentation**  | Presentation is engaging enthusiastic, and well-paced. Student has minimal, if any, reliance on notes. Student appears comfortable with materials and questions. | Presentation is generally engaging and well-paced. Student makes good use of time. Student may rely on notes at some points during presentation and/or questions. | Student makes inefficient use of time (e.g., rushes through or spends too much time on concepts at points in defense); student relies heavily on notes or written materials. |
| **Accuracy/Depth of Content** | Student easily provides accurate and complete explanations of key concepts without reliance on prepared materials, drawing on relevant literature both during presentation and questions. | For the most part, explanations of concepts are accurate and complete; student can provide details beyond those in written materials. | Explanations of concepts/theories appear inaccurate or incomplete. Student shows minimal ability to convey information not in paper or slides. |
| **Student response to questions** | Student is comfortable answering questions well beyond content of written materials, without reliance on prepared materials. | Student responds to questions with appropriate information and level of detail, with minimal reliance on prepared materials. | Student appear uncomfortable answering questions and relies heavily on prepared notes. |
| **Use of slides or handouts** | Slides add to presentation; e.g., good graphics or analogies, text highlights important issues. | Slides support presentation; information and graphics are clear and germane. | Too little or too much information is included on slides.Student basically read from slides. |
| **Speaker Style** | Student is poised and conversationally fluent during presentation and questions. Questions are answered directly, clearly and accurately. | Student is generally comfortable when speaking, with few obvious lapses in scientific conversational fluency. Most questions are answered efficiently and accurately. | Student appears uncomfortable or nervous while speaking; shows excessive hesitancy or filler behaviors that distract from presentation. Answers to questions are not optimal (non-responsive, lengthy or meandering).Speaker was difficult to hear. |

**Additional comments:**