**RUBRIC A**

**STUDENT PRESENTATION EVALUATIONS: GROUP SCORES**

Group ID:

The following categories are to be evaluated DURING the student presentations. Scores for the following are considered “group scores” meaning that all individuals in the group have the same scores for each of these categories.

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|  | **CATEGORY** | **0 UNSATISFACTORY** | **1** **POOR** | **2** **AVERAGE** | **3** **ABOVE AVERAGE** | **4** **EXCELLENT** | **0-4****SCORE** |
| **Team Work** | **Oral Presentation** | No observablecollaboration. | Obvious 1-2individualsdominated. Pooroverall product. | All memberscontributed butminimal effort shownby all. | Nearly equalcontribution byall members.Good overallproduct. | All memberscontributed equally andexcellent product. |  |

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|  | **CATEGORY** | **0** **UNSATISFACTORY** | **1** **POOR** | **2****AVERAGE** | **3** **ABOVE AVERAGE** | **4** **EXCELLENT** | **0-4****SCORE** |
|  **Communication****Communication**  | **Visual** | -Lacking organization and logical flow. -Unattractive or distracting. -Includes too much text-Follows no consistent format or labeling-Lacks supporting figures | - Poor organization and logical flow. - Slightly distracting. -Includes too much text- Major inconsistencies in formatting and labeling. -Minimal supporting figures.  | - Organized - Minor issues with formatting and labels. -Easy to follow but not too attractive or attention-holding. -May include too much text. - Additional figures required | -Well organized and logical flow. - Consistent Format- Attractive and easy to follow.- Relevant figures included | - Follows a Clear, Concise logical flow. -Creative and attractive. -No formatting or labeling issues.-Includes all relevant figures.-Includes additional figures and enhanced presentation material.  |  |

Group ID:

Continued: The following categories are to be evaluated DURING the student presentations. Scores for the following are considered “group scores” meaning that all individuals in the group have the same scores for each of these categories.

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|  | **CATEGORY** | **0 UNSATISFACTORY** | **1** **POOR** | **2** **AVERAGE** | **3** **ABOVE AVERAGE** | **4** **EXCELLENT** | **0-4****SCORE** |
| **Empirical and Quantitative Skills** | **Inclusion and Interpretation** | - No data analyses | -No relevant data analysesStates and reports data with no explanation or discussion. - Lacks inferences.- No connection to prior knowledge | -Repeats data and attempts to explain. - Inferences are attempted but not always logical.- Connections to prior knowledge lacking or weak  | -Results are accurately explained.- Presents logical inferences based on data. - Prior knowledge is accurately applied to data. | - Accurately explains why results occurred.- Presents logical inferences based on data. - Prior knowledge is accurately applied to data.- Critical thinking skills are evident as students elaborate & expand his/her discussion by providing details and examples.  |  |
| **Critical Thinking Skills** | **Innovation** | Does not provide any novel or unique ideas. | Reformulates a collection of available ideas. | Experiments with creating a novel or unique idea, question, format or product. | Creates a novel or unique idea, question, format or product. | Extends a novel or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries. |  |

**RUBRIC B**

**STUDENT PRESENTATION EVALUATIONS: INDIVIDUAL SCORES**

The following category is to be evaluated DURING the student presentations. Scores for the following are considered “**individual** scores” meaning that all individuals in the group are to be evaluated on their own merits.

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| **Criteria** | **0** **UNSATISFACTORY** | **1** **POOR** | **2****AVERAGE** | **3** **ABOVE AVERAGE** | **4** **EXCELLENT** | **Student** **1** | **Student****2** | **Student****3** | **Student****4** |
| **Communication: Oral** | -Clearly dependent on notes. -No preparation or practice.-No eye contact-Distracting mannerisms. -Inaudible, no clear voiceQuestions from the audience are not answered | -Very dependenton notes-No eye contact.-Distracting mannerisms-Voice is unclear and barely audible | -Minimal reliance on notes-Some eye contact-Non-distracting mannerisms-Voice is clear and audible, but incorrect pronunciation of technical terms. | -Uses skillful language and no notes. -Preparation very obvious-Adequate eye contact. -Composed mannerisms and enhanceSpeech.-Voice is clear and audible and pronunciation of technical terms is mostly correct. | - Uses skillful and accurate language to communicate topic. -Exhibits clarity, fluency and creativity. -Uses eye contact and addresses all members of the audience. -Uses composed and confident and mannerisms.-Excellent use of language skills-All questions from the audience are accurately answered. |  |  |  |  |

**RUBRIC C**

**EVALUATIONS TO BE DONE AT A TIME OTHER THAN DURING STUDENT PRESENTATIONS: INDIVIDUAL SCORES**

The following can be evaluated by rating the 1) student self-evaluations for the WRITTEN portion of the communications category therefore, these categories may be assessed at a time other than during the student presentation period.

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|  | **CATEGORY** | **0** **UN-****SATISFACTORY** | **1** **POOR** | **2****AVERAGE** | **3** **ABOVE AVERAGE** | **4** **EXCELLENT** | Student 1 | Student 2 | Student 3 | Student 4 |
| **Critical Thinking** | **SYNTHESIS AND DESIGN****A. Overall Reflection Essay****With Title** | - Organizational errors- Heavy grammatical errors- Using non-original text-No title | -Inconsistent Sentence style-Distracting Grammatical errors -Title is simplistic | -Effective Sentence style-Minimal Grammatical errors and are primarily typographical-Title is inclusive of main idea | -Effective Sentence style - No Grammatical errors-Cites all references within text-Title is descriptive and describes entire project | -Strong and logically fluid discussion of results, conclusion and broader impact-Uses skillful and formal language in the student’s own words. - No Grammatical errors-Advanced scientific title with clear description of entire project |  |  |  |  |
| **Empirical and Quantitative** | **REASONING****i. Paragraph 1: Description of Results and Conclusion**  | -Does not highlight important results-Does not discuss overall conclusion | -Simply lists all results with no highlights.-No conclusion stated | -Discusses results with understanding but does not highlight key findings-Simply states conclusion  | --Discusses and highlights key results -States conclusion and ties in findings with overall results  | - Highlights key results in visual and quantitative format with clear understanding. -Discusses conclusion and ties it back into the overall importance of the project; uses key results to defend conclusion  |  |  |  |  |

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|  | **CATEGORY**  | **0** **UN-****SATISFACTORY** | **1** **POOR** | **2****AVERAGE** | **3** **ABOVE AVERAGE** | **4** **EXCELLENT** | Student 1 | Student 2 | Student 3 | Student 4 |
| **Critical Thinking** | **CREATIVE CONCEPTUAL THINKING****ii. Paragraph 2) Discussion of Broader Impacts and application** | -Does not state implications or lacks logic in interpretation of the broader impacts  | -Simply states broader impacts but lacks logical interpretation or application  | -Includes simplistic description of a broader impact-May confuse broader impact with introductory background information | -Includes some important impacts that lead to the overall impact of the experiment and slightly elaborates on broader application of the experiment or concept.  | -Clearly demonstrates understanding of broader impacts at a global scale. |  |  |  |  |
| **Communication** | **WRITTEN** **iii. Paragraph 3) Discussion of personal contributions** **B. References** | -No self-reported contribution- Contains no references | -States contribution with no elaboration-Uses 1-2 valid references-Does not use appropriate on consistent APA format | -Includes contribution as well as elaboration of experience-Uses 3 valid references-Inconsistencies in APA format | - Includes contribution and elaboration of experience and skills gained. -Uses at least 3 primary sources-Uses correct APA format -Discusses use of references for background information | - Includes contribution, elaboration of experience and skills gained. - Reflects on how this experience has contributed to overall learning and future application.-Uses at least 3 or more primary sources-Uses correct APA format- Discusses relevance of sources used and uses them to tie information in with strong broad impact and background information  |  |  |  |  |

**RUBRIC C**

**EVALUATIONS TO BE DONE AT A TIME OTHER THAN DURING STUDENT PRESENTATIONS: INDIVIDUAL SCORES**

The following assessment is determined by using **student** evaluations of each member in their group (value is determined by using the rubric titled “**Student’s Group Evaluations**”. Each student should evaluate all members in their group. Students are evaluated on an individual basis. Instructor will take the average individual score from the student’s evaluations of each other.

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|  | **CATEGORY** | **0 UNSATISFACTORY** | **1** **POOR** | **2** **AVERAGE** | **3** **ABOVE** **AVERAGE** | **4****EXCELLENT** |  Student 1 | Student2 | Student3 | Student 4 |
| **Team Work** | **Self-Evaluation** | Self-reported no teamwork | 1-2 individuals dominant. | All members contributed but minimalteamworkevident inpresentation. | All members contributed. Teamwork evident in presentation. | All members contributed. Equal teamwork evident in presentation. |  |  |  |  |

Total of 40 points possible per student.