**Prosocial Behavior PSYC 300 – Presentation Rubric NAMES: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| Category | 4 | 3 | 2 | 1 | Notes |
| Question or Hypothesis | **Questions and/or hypotheses clearly stated** and approach to answering them is laid out clearly | Question and/or hypotheses stated and relationship to project at least mentioned. | Question and/or hypotheses not completely clear, or not a clear connection of presentation to questions. | Question and/or hypotheses not stated, little tie in to presentation. |  |
| Broader Context of Presentation | The **broader scientific and human impacts** of the project are clearly laid out in motivating the questions addressed. | Broader impacts are discussed, but connection to question not completely clear. | Broader impacts discussed, but no apparent tie in to question or hypothesis. | No context given for the project. |  |
| Evidence/Previous Research and Theory | **Previous work is presented clearly and effectively**; graphically if possible. Each piece of evidence addresses an aspect of the broader question, and as a group, answer the question posed. | Previous work is presented clearly and effectively; graphically if possible; evidence broadly addresses questions. | Previous work presented moderately effectively, graphically if possible, but not well tied to questions; at least some *answerable* questions unanswered. | Previous work poorly presented; graphics difficult to read, or incorrectly presented. |  |
| Interpretation of Findings | **Interpretations are appropriate** to question and properly implemented, including proper and stated assumptions. | Interpretations are appropriate to the question and properly implemented. | Interpretations presented, but lacking explanation; errors in details or assumptions. | Interpretation of findings are not provided, or with substantial errors. |  |
| Sequencing | Arguments and support are provided in **logical order**, making it easy and interesting to follow the train of thought. | Arguments and support are provided in a fairly logical order, making it reasonably easy to follow the train of thought. | Some details or arguments are not in an expected or logical order, distracting and confusing the listener. | Many details and arguments in poor order, leaving presentation feeling disjointed and hard to follow. |  |
| Significance and Depth | **Results related effectively to the questions**, referencing broader significance of findings. | Results reference the questions, at least some tie to the broader significance of findings. | Results are tied somewhat to the questions, but conclusions are not completely clear. | Results seem disjointed from questions, not tied back effectively to goals/significance of project. |  |
| Category | 4 | 3 | 2 | 1 | Notes |
| Accuracy, Precision in Citation and Attribution | Studies/theories are all **accurately, precisely, and properly presented**. | Most attributions are correct; only minor/cosmetic errors. | Several errors in citation or result accuracy/precision. | Fundamental problems with citations, or none attributed when needed. |  |

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| CATEGORY | 2 | 1.5 | 1 | .5 | Notes |
| Q and A | Student is able to **accurately answer almost all questions** posed by classmates about the topic. | Student is able to accurately answer most questions posed by classmates about the topic. | Student is able to accurately answer a few questions posed by classmates about the topic. | Student is unable to accurately answer questions posed by classmates about the topic. |  |
| Attire | Business attire, **very professional** look. | Casual business attire. | Casual business attire, but wore sneakers or seemed somewhat wrinkled. | General attire not appropriate for audience (jeans, t-shirt, shorts). |  |
| Time-Limit | Presentation is **17-23 minutes** long. | Presentation is <17 or >23 minutes long. | Presentation is <14 or >26 minutes long. | Presentation is less than <11 or >29 minutes long. |  |
| Posture and Eye Contact | **Stands up straight, looks relaxed and confident.** **Establishes eye contact** with everyone in the room during the presentation. | Stands up straight and establishes eye contact with everyone in the room during the presentation. | Sometimes stands up straight and establishes eye contact. | Slouches and/or does not look at people during the presentation. |  |
| Visual Aids (tables, graphs, figures, etc…) | Student uses **several visual aids** which show considerable work/creativity and which make the presentation better. | Student uses one visual aid that shows considerable work/creativity and which make the presentation better. | Student uses one visual aid which makes the presentation better. | The student uses no visual aids OR the aids chosen detract from the presentation. |  |
| Category | 2 | 1.5 | 1 | .5 | Notes |
| Preparedness | Student is completely **prepared** and has obviously **rehearsed.** | Student seems pretty prepared but might have needed a couple more rehearsals. | The student is somewhat prepared, but it is clear that rehearsal was lacking. | Student does not seem at all prepared to present. |  |
| Vocabulary | Uses **vocabulary appropriate for the audience.** Extends audience vocabulary by defining words that might be new to most of the audience. | Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them. | Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience. | Uses several (5 or more) words or phrases that are not understood by the audience. |  |
| Speaks Clearly | Speaks **clearly and distinctly** all (100-95%) the time, and mispronounces no words. | Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word. | Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word. | Often mumbles or cannot be understood OR mispronounces more than one word. |  |
| Death By PowerPoint  Part I | **<10 words/slide** | 11-15 words/slide | 16-20 words/slide | 20+ words/slide |  |
| Death by PowerPoint Part II | **Does not read presentation** off screen, notecards, etc… (10% or less) | Reads off screen approximately 20% of the time. | Reads off screen/notecards approximately 30% of the time. | Reads off of screen/notecards approximately 40% or more of the time. |  |
| Death by PowerPoint Part III | **Animations are tasteful**; add rather than detract from presentation. | Animations are mildly distracting, but sometimes done well. | Animations are excessive and distracting, do not tie in with talk. | Animations make Dr. Beechler want to throw up. |  |

**TOTAL = 50 Points**