

Group Presentation Rubric

Material:

Authors:

	Far below threshold (1)	Below the threshold (2)	Meets the threshold (3)	Exceeds the threshold (4)	Score
Title Effectiveness	Title is unrelated to the research or too vague to provide useful information (e.g. magnetization versus field measurements)	Title is present but too broad, overly generic, or unclear in its connection to the project. It may include filler words or lack specificity.	Title is relevant, mostly clear, and communicates the general topic or purpose of the research.	Title is concise, specific, and clearly reflects both the purpose and scope of the research. It is informative and attention-grabbing without exaggeration.	
Visual Presentation	Many slides look like they were done in a hurry. Possibly multiple typos. Things may be hard to read.	Most slides look good, but several have way too many words, formulas, graphs or data. There may be several typos.	Slides look mostly professional, but there are a couple slides that way too many words , graphs or data are presented at once. Typos minimal. References listed.	Slides look professional and not filled with multiple full sentences. You don't try to put too much on each slide. References listed on slides they appear and at the end.	
Speaking Clarity and Engagement	Speech is hard to understand; frequent fillers, low volume, or reading from slides.	Mostly clear speech, but some mumbling, filler words, or lack of engagement.	Maintains eye contact. Speaks clearly and uses suitable volume and pace.	Effectively uses eye contact. Speaks clearly, effectively and confidently using suitable volume and pace.	
Audience Awareness (Avoid Jargon)	The presentation assumes too much background knowledge or is filled with jargon. Little to no effort is made to make the material accessible to classmates.	Some attempt is made to explain concepts, but explanation are inconsistent or unclear. Jargon is present and not always defined.	The talk is mostly appropriate for a peer audience. Technical terms are defined or explained. Concepts are generally accessible.	The group clearly tailors the presentation to fellow students. Explanations are clear, relatable, and free from unnecessary jargon. Complex ideas are broken down effectively.	
Introduction/ Motivation/ Goals	No clear introduction; audience is left unsure what the project is about or why it matters.	Gives very little background or information. May include the main question(s) or issue but does not identify the purpose for addressing them. Does not preview the results and conclusions	Gives a listing of the facts and previous work but does not tie them together well and show how they lead to the purpose of the present work and the questions being addressed.	Presents the background information and procedure in a concise manner that directly leads into the question(s) being addressed and the purpose of the research.	
Description of the Uniqueness of the Material	The uniqueness of the material selected is not addressed, or is very general, such as saying it hasn't been studied before.	There is a reasonable attempt to discuss the uniqueness of the chosen material, but it's not really clear why it would be valuable to study.	It is communicated what is unique about the material that was selected by the group and at least one application of the material is discussed.	It is well communicated what is unique about the material that was selected by the group and the potential applications of the material are discussed.	
Visual Representation of the Results	Figures are missing information and are inaccurate. Figure descriptions are absent or inaccurately/ incompletely describe the figures.	Data appear accurate, but figures are difficult to understand. The figures are not clearly and completely described.	Data is accurate and presented in a clear fashion. Some key take away points are discussed.	The figures contain all the information needed to understand the data. Clear labeling. The main take away(s) is/are clear.	
Interpretation of the Results	The data measured are not presented well or are confusing. No attempt or inaccurate attempts are made to express the importance of the findings.	The data measured are discussed and shown, but either there are no takeaway points discussed or it is not clear why these findings are important	The students communicate what they observed, and they explain why it is important (but limited to why it might be important for this material, and not the big picture).	The students nicely communicate both visually and orally what they observed and why that is important to the big picture scientific community is addressed.	
Citing References	No sources are mentioned, or cited information is used without any attribution. It is unclear where any non-original material comes from. There should be some.	Some information is cited, but inconsistently or vaguely (e.g., "we found online..."). Visuals may contain copied material without attribution.	While references are in a nice list and near where the information is mentioned, it could be more clear exactly what information is taken from the reference.	References are cited inline with short names (such as "NIST"), enabling the reader to easily trace information and a full reference list occurs elsewhere.	
	F: 0-7	C: 15-21 D: 8-14	A: 30-36 B: 22-29	Total Score	

Long Abstract Rubric Title:

Author:

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Grammar / Mechanics	Numerous and distracting errors in punctuation, font size or type, capitalization and spelling.	Minor errors in punctuation, capitalization and spelling.	Almost no errors in punctuation, capitalization and spelling.	No errors in punctuation, capitalization and spelling. Impressions matter.	
Clarify of Purpose	Purpose of the work is unclear or missing.	Purpose is stated but vague or generic.	Clear statement of purpose or research objective.	Purpose is specific, compelling, and well integrated into the abstract.	
Background/Context	Missing or unrelated background information.	Background is overly general or disconnected from the research.	Sufficient background provided to understand the context of the research.	Background is concise, relevant, and smoothly leads into the research question.	
Research Question or Hypothesis	No clear research question or hypothesis is presented.	A question or hypothesis is implied but not clearly stated.	Research question or hypothesis is explicitly stated and relevant.	Clear, focused, and insightful research question or hypothesis with motivation.	
Summary of Methods	No methods are described or they are irrelevant.	Methods are mentioned but lack detail or connection to the purpose.	Key methods are clearly described and relevant.	Methods are succinct, well-summarized, and show thoughtful design.	
Summary of Results	Results are missing, vague, or confused.	General results are mentioned but lack specifics.	Key findings are clearly summarized.	Results are specific, well-presented, and highlight trends or significance.	
Conclusions and/or Implications	No conclusions or implications are stated.	General or unclear statements about the meaning of results.	Logical conclusions are drawn from results.	Conclusions are insightful and thoughtfully address the significance of findings.	
Flow and Organization	Disorganized or hard to follow. Ideas jump around.	Some logical order, but transitions are weak or unclear.	Ideas follow a logical sequence with clear transitions.	Writing flows smoothly, with excellent transitions and cohesion.	
	F: 0-7	C: 15-21 D: 8-14	A: 30-36 B: 22-29	Total Score	