**PRESENTATION SCORING SHEET FOR BIOLOGY PROGRAM ASSESSMENT**

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Type of presentation (circle one): Poster Podium

Student name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Title of Presentation:

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Reviewer name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Comments by reviewer:

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Knowledge and skills goals** | | 4  (Excellence) | 3  (Good work) | | 2  (Marginal) | 1  (Poorly done) | 0  (Not done) |
| 1. Recording, displaying, and analysis of data | |  |  | |  |  |  |
| 1. Ability to explain project concepts appropriately | |  |  | |  |  |  |
| 1. Adequate literature search to support project | |  |  | |  |  |  |
| 1. Contributing to the success of the research or work | |  |  | |  |  |  |
| 1. Organization, design, and conducting of research | |  |  | |  |  |  |
| **TOTAL**: | | | | | | |  |
| **Critical Thinking** |  | | |  | **Presentation** | |  |
| 1. Explanation of Issues | 4 – 3 – 2 – 1 | | |  | 1. Organization | | 4 – 3 – 2 – 1 |
| 1. Evidence | 4 – 3 – 2 – 1 | | |  | 2. Language | | 4 – 3 – 2 – 1 |
| 1. Influence of Context and Assumptions | 4 – 3 – 2 – 1 | | |  | 3. Delivery | | 4 – 3 – 2 – 1 |
| 1. Student’s Position | 4 – 3 – 2 – 1 | | |  | 4. Supporting Material | | 4 – 3 – 2 – 1 |
| 1. Conclusions and Related Outcomes | 4 – 3 – 2 – 1 | | |  | 5. Central Message | | 4 – 3 – 2 – 1 |

Explanations for a 3 in each of the categories above for Critical Thinking and Presentation are listed on the following page.

Critical Thinking

1. **Explanation of Issues** – Issue/Problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.
2. **Evidence** – Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.
3. **Influence of Context and Assumptions** – Identifies own and others’ assumptions and several relevant contexts when presenting a position.
4. **Student’s Position** – Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others’ points of view are acknowledged within position (perspective, thesis/hypothesis).
5. **Conclusions and Related Outcomes** – Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.

Presentation

1. **Organization/Content Development** – Organization pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation. Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.
2. **Language/Control of Syntax and Mechanics/Genre and Disciplinary** – Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience. Uses straightforward language that generally conveys meaning to readers. Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices.
3. **Delivery** – Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.
4. **Supporting Material/Sources and Evidence** – Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate references to information or analysis that generally supports the presentation or establishes the presenter’s credibility/authority on the topic. Demonstrates consistent use of credible, relevant sources to support ideas that situated within the discipline and genre of the writing.
5. **Central Message** – Central message is clear and consistent with the supporting material.