

FAS RUBRICS
Table of Contents

 **LABORATORY REPORT**

 **WRITTEN PRESENTATION (Research Paper)**

 **WRITTEN PRESENTATION (Topical Paper)**

 **PRODUCT DEVELOPMENT**

 **PEER EVALUATION**

 **CRITICAL THINKING**

 **ORAL PRESENTATION (Research)**

 **ORAL PRESENTATION (Topical)**

 **POSTER PRESENTATION JUDGING SCORESHEET**

 **MOCK INTERVIEW**

RUBRIC: LABORATORY REPORT

| Category | Excellent (A) 95% | Good (B) 85% | Fair (C) 75% | Poor (D) 65% | Fail (F) 0% |
|--|--|--|--|--|-----------------------------------|
| Title (5%) | Clearly describes the content of the current lab exercise. Uses descriptive words that are associated with the lab. | Describes the content but the usage of descriptive words is not appropriate | The content is not clearly described. Fair use of descriptive words | No title. Poor description or poor use of descriptive words. | No submission/No effort exhibited |
| Introduction & Objectives (15%) | Clear background information based on a thorough literature search. Uses proper "in text" citations. Includes a rationale for the study along with a hypothesis. | Contains background information but is not complete. The hypothesis is partially stated. | Background information is not complete and lacks proper "in text" citations. The hypothesis is not clearly stated. | Very little or no background information. No "in text" citations. Unrelated or plagiarized introduction. | No submission/No effort exhibited |
| Materials and Methods (20%) | Contains a complete list of the experimental procedures. Steps taken during the lab are easy to follow in a paragraph form. The section is organized in a way that the reader understands the logical flow of the lab. Proper use of third person and past tense. | One or more relevant pieces of information are missing. The section is not very well organized. Use of first person or improper use of verb tense appears in part of the text. | Misses several components of the experimental procedures. There is a lack of organization and there is not proper use of grammar standards. | Procedural steps are incorrect, illogical, unrelated or plagiarized. | No submission/No effort exhibited |
| Data Analysis & Discussion (25%) | Key results are presented in an orderly and logical sequence using both text and illustrative materials (Tables and Figures). All the relevant information obtained in the experiment is included. All calculations are provided in a logical manner using proper units | One or more key results are missing. Figures and tables are present but contain minor errors. | Misses several key results. Figures lack proper identification in the Y and X axis. Tables have missing titles. The text doesn't follow the sequence of the tables and/or figures. | Major results are not included. Figures and tables are poorly constructed or not present. There is evidence of plagiarism. | No submission/No effort exhibited |
| Conclusion (20%) | Proper interpretation of results. Summarizes data used to draw conclusion. Discusses applications or real life situations. Addresses hypothesis and cites sources of errors. Connects the conclusion with the introduction by way of the stated hypothesis and literature cited. | Interpretation of results is presented. However, there is a disconnection between the discussion and the testable hypothesis identified in the introduction. | Misses the interpretation of key results. There is little connection between the discussion and the introduction. | Very poor interpretation of the results. No connection between discussion and introduction. Evidence of plagiarism | No submission/No effort exhibited |
| Literature Cited (5%) | Provides a complete list of the "in text" references provide in the test of the paper. Uses the correct stile (i.e. APA, MLA) for citations | Most but not all "in text" references are provided. Some inconsistency on the stile used is evident. | Misses several references or doesn't adhere to the correct stile | Most references are not included and/or the stile used is incorrect. | No submission/No effort exhibited |
| Report format and quality (10%) | Lab report submitted as directed, and on time. Directions were followed, questions were answered correctly. | Minor errors in format or procedures were encountered | Directions were not explicitly followed. | Directions were not followed. | No submission/No effort exhibited |

RUBRIC: WRITTEN PRESENTATION (Research Paper)

| Category | Excellent (A) (95%) | Good (B) (85%) | Fair (C) (75%) | Poor (D) (65%) | Fail (F) 0% |
|---|---|---|--|--|-----------------------------------|
| Title (5%) | Clearly describes the content of the paper. Uses descriptive words that are associated with the experiment. | Describes the content but the usage of descriptive words is not appropriate | The content is not clearly described. Fair use of descriptive words | No title. Poor description or poor use of descriptive words. | No submission/No effort exhibited |
| Abstract (10%) | Clear summary of the paper, including the following components: identifies the objective(s) of the project, includes a brief description of experimental methods, major findings and a brief conclusion(s) | The summary is clear but misses one or two components such as the methods used or major results from the experiment. | Misses several components and the summary doesn't reflect the entire paper. | Misses several major components. Unrelated or plagiarized components. | No submission/No effort exhibited |
| Introduction (15%) | Clear background information based on a thorough literature search. Uses proper "in text" citations. Includes a rationale for the study along with a hypothesis. | Contains background information but is not complete. The hypothesis is partially stated. | Background information is not complete and lacks proper "in text" citations. The hypothesis is not clearly stated. | Very little or no background information. No "in text" citations. Unrelated or plagiarized introduction. | No submission/No effort exhibited |
| Materials and Methods (15%) | Contains a complete list of the experimental procedures including: the organism(s) studied; the experimental design used, variables measured, number of samples collected, and statistical procedures. The section is organized in a way that the reader understands the logical flow of the experiment. Proper use of third person and past tense. | One or more relevant pieces of information are missing. The section is not very well organized Use of first person or improper use of verb tense appears in part of the text. | Misses several components of the experimental procedures. There is a lack of organization and there is not proper use of grammar standards. | Procedural steps are incorrect, illogical, unrelated or plagiarized. | No submission/No effort exhibited |
| Results (20%) | Key results are presented in an orderly and logical sequence using both text and illustrative materials (Tables and Figures). All the relevant information obtained in the experiment is included | One or more key results are missing. Figures and tables are present but contain minor errors. | Misses several key results. Figures lack proper identification in the Y and X axis. Tables have missing titles. The text doesn't follow the sequence of the tables and/or figures. | Major results are not included. Figures and tables are poorly constructed or not present. There is evidence of plagiarism. | No submission/No effort exhibited |
| Discussion (Note: Results and discussion may be combined in one section) (25%) | Proper interpretation of results. Connects the discussion with the introduction by way of the stated hypothesis and literature cited. Reflects on the next step(s) to be performed in light of the results of the current investigation | Interpretation of results is presented. However, there is a disconnection between the discussion and the testable hypothesis identified in the introduction. | Misses the interpretation of key results. There is little connection between the discussion and the introduction. There is no clear indication on the future steps of the investigation. | Very poor interpretation of the results. No connection between discussion and introduction. Evidence of plagiarism | No submission/No effort exhibited |
| Literature Cited (10%) | Provides a complete list of the "in text" references provide in the test of the paper. Uses the correct stile (i.e. APA, MLA) for citations | Most but not all "in text" references are provided. Some inconsistency on the stile used is evident. | Misses several references or doesn't adhere to the correct stile | Most references are not included and/or the stile used is incorrect. | No submission/No effort exhibited |

RUBRIC: WRITTEN PRESENTATION (Topical Paper)

| Category | Excellent (A) (95%) | Good (B) (85%) | Fair (C) (75%) | Poor (D) (65%) | Fail (F) 0% |
|--|--|--|--|---|---------------------------------------|
| Integration of Knowledge (20%) | The paper demonstrates that the author fully understands and has applied concepts learned in the course. Concepts are integrated into the writer's own insights. The writer provides concluding remarks that show analysis and synthesis of ideas. | The paper demonstrates that the author, for the most part, understands and has applied concepts learned in the course. Some of the conclusions, however, are not supported in the body of the paper. | The paper demonstrates that the author, to a certain extent, understands and has applied concepts learned in the course. | The paper does not demonstrate that the author has fully understood and applied concepts learned in the course. | No submission/ No effort exhibited |
| Topic focus (10%) | The topic is focused narrowly enough for the scope of this assignment. A thesis statement provides direction for the paper, either by statement of a position or hypothesis. | The topic is focused but lacks direction. The paper is about a specific topic but the writer has not established a position. | The topic is too broad for the scope of this assignment. | The topic is not clearly defined. | No submission/ No effort exhibited |
| Depth of discussion (20%) | In-depth discussion & elaboration in all sections of the paper. | In-depth discussion & elaboration in most sections of the paper. | The writer has omitted pertinent content or content runs-on excessively. Quotations from others outweigh the writer's own ideas excessively. | Cursory discussion in all the sections of the paper or brief discussion in only a few sections. | No submission/ No effort exhibited |
| Cohesiveness (20%) | Ties together information from all sources. Paper flows from one issue to the next without the need for headings. Author's writing demonstrates an understanding of the relationship among material obtained from all sources. | For the most part, ties together information from all sources. Paper flows with only some disjointedness. Author's writing demonstrates an understanding of the relationship among material obtained from all sources. | Sometimes ties together information from all sources. Paper does not flow - disjointedness is apparent. Author's writing does not demonstrate an understanding of the relationship among material obtained from all sources. | Does not tie together information. Paper does not flow and appears to be created from disparate issues. Headings are necessary to link concepts. Writing does not demonstrate understanding any relationships | No submission/ No effort exhibited |
| Spelling and grammar (15%) | No spelling &/or grammar mistakes. | Minimal spelling &/or grammar mistakes. | Noticeable spelling & grammar mistakes. | Unacceptable number of spelling and/or grammar mistakes. | No submission/ No effort exhibited |
| Sources (15%) | More than 5 current sources, of which at least 3 are peer-review journal articles or scholarly books. Sources include both general background sources and specialized sources. Special-interest sources and popular literature are acknowledged as such if they are cited. All web sites utilized are authoritative. | 5 current sources, of which at least 2 are peer-review journal articles or scholarly books. All web sites utilized are authoritative. | Fewer than 5 current sources or fewer than 2 of 5 are peer-reviewed journal articles or scholarly books. All web sites utilized are credible. | Fewer than 5 current sources or fewer than 2 of 5 are peer-reviewed journal articles or scholarly books. Not all web sites utilized are credible, and/or sources are not current. | No submission/ No effort exhibited |

RUBRIC: PRODUCT DEVELOPMENT

| CRITERIA | Excellent (A) 95% | Good (B) 85% | Fair (C) 75% | Poor (D) 65% | Fail (F) 0% |
|--|---|---|--|--|---------------------|
| Product Name and Description (5%) | Product name is original, descriptive, and marketable. Product description provides a clear and detailed explanation of what the product is, how it is unique, and how it meets a specific consumer need. | Product name is descriptive. Product description provides a clear explanation of what the product is but an unclear or incomplete explanation of how the product is unique, and how it meets a specific consumer need. | Product name is not descriptive. Product description provides an unclear explanation of what the product is. | Product name or prod description is missing shows little effort. | No effort exhibited |
| Originality/ Innovation of Product (5%) | Product is completely original/innovative. There is no other product like it on the market. | Product is mostly original/low innovation but is based on modifications of an existing product. | Product represents only minor modifications of an existing product. | Product is a copy of an existing product. | No effort exhibited |
| Target Market (5%) | Target market is clearly defined and an explanation is provided as to why the particular audience was chosen. | Target market is broadly defined. | Target market is poorly defined. | Target market is missing. | No effort exhibited |
| Product Formulation (10%) | Product formulation clearly lists, in order of use, all ingredients used in the product, accurate explanations of the specific functions (based on physical, chemical, or biological properties) of all product ingredients, and detailed procedures for preparation. | Product formulation clearly lists all ingredients used in the product, reasonable, but general, explanations of the functions (based on physical, chemical, or biological properties) of all ingredients, and procedures for preparation. | Product formulation provides an incomplete list of the ingredients used in the product, incomplete or incorrect explanations of the ingredient functions, or incomplete or unclear procedures for preparation. | The list of ingredients explanations of ingredient functions, or instructions for preparation are missing, show little effort. | No effort exhibited |

| | | | | | |
|--|--|--|--|---|----------------------------|
| <p>Package Design & Material Selection</p> <p>(10%)</p> | <p>Package (or detailed drawing) contains an original design feature and is made (or drawn) to scale. Visual design is professional, appeals to the target market, and provides required product information (product name, ingredients, nutritional information, etc.). A clear, detailed explanation of the selection of package materials and design (based on the physical, chemical, and biological properties of the product and package) is provided.</p> | <p>Package (or detailed drawing) is made (or drawn) to scale. Visual design is professional, appeals to the target market, and provides required product information (product name, ingredients, nutritional information, etc.). A general, but accurate explanation of the selection of package materials and design (based on the physical, chemical, and biological properties of the product and package) is provided.</p> | <p>Package (or detailed drawing) is not made (or drawn) to scale. Visual design is professional and appeals to target market, but required product information (product name, ingredients, nutritional information, etc.) is incomplete. An incomplete explanation of the selection of package materials and design is provided.</p> | <p>Package or package design or material selection information is missing or shows little effort.</p> | <p>No effort exhibited</p> |
| <p>Storage and Display Plan</p> <p>(5%)</p> | <p>Specific storage conditions (based on physical, chemical, and biological properties of product and package) are specified. A reasonable estimate of product shelf-life and a specific description of food safety concerns are provided. Display plan is appropriate for target market.</p> | <p>General storage conditions (based on physical, chemical, and biological properties of product and package) are specified. An estimate of product shelf-life is provided, as well as a general description food safety concerns. Display plan is appropriate for target market.</p> | <p>General storage conditions are specified. An inaccurate estimate of product shelf-life is provided. Display plan is appropriate for target market.</p> | <p>Storage or display missing or shows little effort.</p> | <p>No effort exhibited</p> |
| <p>Marketing Plan & Market Survey(s)</p> <p>(5%)</p> | <p>Marketing plan is appropriate for target audience, provides detailed explanation of marketing techniques to be used, provides multiple examples of marketing tools (i.e. surveys), and displays professionalism and creativity.</p> | <p>Marketing plan is appropriate for target audience, provides an explanation of marketing techniques to be used, provides one sample marketing tools (i.e. surveys), and displays professionalism and creativity.</p> | <p>Marketing plan is inappropriate for target audience, provides an incomplete explanation of marketing techniques to be used, does not provide an example of a marketing tools (i.e. surveys), and/or lacks professionalism and creativity.</p> | <p>Marketing plan is missing or shows little effort.</p> | <p>No effort exhibited</p> |

| | | | | | |
|--|---|---|---|--|--|
| <p>Poster Quality (grammar, figures, tables, charts and content amount)</p> <p>(5%)</p> | <p>Poster follows assigned outline. Text is clear and free of grammar, spelling, and typographical errors. Figures, tables, charts, etc. are appropriately labeled with titles, legend, and appropriate statistics.</p> | <p>Poster follows assigned outline. Text is clear and contains no more than 5 grammar, spelling, or typographical errors. Figures, tables, charts, etc. are clearly labeled with titles, legend and the appropriate statistics but have minor errors.</p> | <p>Poster follows assigned outline and is written in paragraph form. Text is unclear and/or contains 5 or more grammar, spelling, or typographical errors. Figures, tables, charts, etc. contain errors or require explanation.</p> | <p>Poster does not follow assigned outline. Text is unclear and contains many grammar spelling, or typographical errors. Figures, tables, charts, etc. contain many errors and do not contain statistics, titles, etc.</p> | <p>No effort exhibited</p> |
| <p>Nutrition Information</p> <p>(10%)</p> | <p>Nutrition facts panel accurate and complete using USDA/FDA guidelines (nutrients, percent daily value, allergy warning, and consumption instructions).</p> | <p>Accurate but incomplete nutrition facts panel</p> | <p>Nutrition facts panel has multiple errors and is incomplete (i.e. missing trans fat values).</p> | <p>Nutrition facts panel is incomplete with multiple major errors (i.e. total calorie calculations or calories from fat).</p> | <p>Completely missing</p> |
| <p>Processing (including equipment)</p> <p>(10%)</p> | <p>Complete process flow diagram with HACCP plan and CCPs identified (including parameters of processing). Complete listing of equipment provided with function.</p> | <p>Complete process flow diagram with HACCP plan incomplete or missing CCP identification (i.e. errors for processing parameters). Complete listing of equipment provided without function.</p> | <p>Incomplete process flow diagram with HACCP plan incomplete or missing multiple CCPs.</p> | <p>Incomplete process flow with no HACCP plan.</p> | <p>Completely missing or not identified equipment.</p> |
| <p>Shelf-Life Testing</p> <p>(5%)</p> | <p>Physiochemical (color, aw, pm, texture) and microbial testing (appropriate) with complete results.</p> | <p>Physiochemical (color, aw, pm, texture) and microbial testing (appropriate) with incomplete results.</p> | <p>Partial evaluation of physiochemical (color, aw, pm, texture) and microbial testing results.</p> | <p>Incomplete/inappropriate physiochemical (color, aw, pm, texture) and microbial testing results.</p> | <p>Shelf-life testing not conducted/missing</p> |

| | | | | | |
|-----------------------------------|--|---|---|---|-------------------------------|
| Sensory (5%) | Selection and utilization of appropriate tests and number of panelists for taste, flavor, texture, aroma, overall acceptance and incorporation and interpretation of data complete and accurate. | Selection and utilization of tests and number of panelists for taste, flavor, texture, aroma, overall acceptance and incorporation and interpretation of data complete but inappropriate. | Inappropriate selection and utilization of tests and number of panelists for taste, flavor, texture, aroma, overall acceptance, and incorrect interpretation of data. | Missing adequate selection and utilization of tests including number of panelists for taste, flavor, texture, aroma, overall acceptance, and no interpretation of data. | Sensory not conducted/missing |
|-----------------------------------|--|---|---|---|-------------------------------|

Complete for each individual student using the following scale: 0 (very poor) to 4 (excellent).

| Criteria | S1: | S2: | S3: | S4: | S5: |
|--|-----|-----|-----|-----|-----|
| Questions properly answered (10%) | | | | | |
| Manner of speaking, eye contact and ability to engage audience (7.5%) | | | | | |
| Appropriate dressing (2.5%) | | | | | |

RUBRIC: PEER EVALUATION

Write the name of each group member in a separate column. For each group member, indicate the degree to which you agree with the statements on the left, using a scale of 1-4 (1=strongly disagree; 2=disagree; 3=agree; 4=strongly agree). Total the numbers in each column.

| Evaluation Criteria | J. Doe (example) | Group member: | Group member: | Group member: | Group member: |
|--|----------------------------|---------------|---------------|---------------|---------------|
| Is punctual in attending scheduled group sessions | 4 | | | | |
| Contributes meaningfully to group discussions | 4 | | | | |
| Completes group assignments on time | 3 | | | | |
| Prepares work in a quality manner | 4 | | | | |
| Demonstrates cooperative and supportive attitude | 4 | | | | |
| Contributes overall to the success of the project | 4 | | | | |
| TOTALS: | 23 | | | | |

FEEDBACK:

- Provide specific comments about any group members.

- How effectively did your group work?

- Identify any problems or disputes that occurred during your interactions.

- How could disputes have been avoided and/or how were they alleviated or resolved?

- Did the group process have a positive effect on your learning?

RUBRIC: CRITICAL THINKING

| Rubric Component | Excellent (A) 95% | Good (B) 85% | Fair (C) 75% | Poor (D) 65% | Fail (F) 0% |
|---|--|--|--|--|-----------------------------------|
| Identifies and summarizes the problem/question at issue. (10%) | Accurately identifies the problem/question and provides a well-developed summary. | Accurately identifies the problem/question and provides a brief summary. | Identifies the problem/question and provides a poor summary or identifies an inappropriate problem/question. | Does not identify or summarize the problem/question accurately if at all. | No submission/No effort exhibited |
| Identifies and assesses the quality of supporting data/evidence. (20%) | Provides a well-developed examination of the evidence and questions its accuracy, relevance, and completeness. Clearly distinguishes between fact and opinion. | Examines evidence and questions the quality. Distinguishes between fact and opinion. | Merely repeats information provided. Does not justify position or distinguish between fact and opinion. | Does not identify or assess the quality of supporting evidence. | No submission/No effort exhibited |
| Identifies and considers the influence of the context on the issue (20%) | Accurately identifies and provides a well-developed explanation of contextual issues with a clear sense of scope. | Accurately identifies and provides an explanation of potential contextual issues. | Does not explain contextual issues; provides inaccurate information; or merely provides a list. | Does not identify or consider any contextual issues. | No submission/No effort exhibited |
| Demonstrates higher level thinking by interpreting the author's meaning or the potential bias (20%) | Accurately identifies the author's meaning and/or potential bias and provides a well-developed explanation. | Accurately identifies meaning and/or bias and provides a brief explanation. | Does not explain, provides inaccurate information, or merely lists potential bias or inferred meanings. | Does not explain, provides inaccurate information. | No submission/No effort exhibited |
| Identifies and evaluates conclusions, implications, and consequences (30%) | Accurately identifies conclusions, implications, and consequences with a well-developed explanation. Provides an objective reflection of own assertions. | Accurately identifies conclusions, implications, and consequences with a brief evaluative summary. | Does not explain, provides inaccurate information, or merely provides a list of ideas; or only discusses one area. | Does not identify or evaluate any conclusions, implications or consequences. | No submission/No effort exhibited |

RUBRICS: ORAL PRESENTATION (Research)

| | Excellent (A) 95% | Good (B) 85% | Fair (C) 75% | Poor (D) 65% | Fail (F) 0% |
|-------------------------------|---|---|---|--|-----------------------------------|
| Abstract (10%) | Concise Complete and very good quality | Concise, complete but quality not satisfactory | Concise but few points missing and quality not satisfactory | Does not conform to standard abstract guidelines, very poor quality | No submission/No effort exhibited |
| Presentation (70%) | <p>Introduction (10%): Subject and problem well introduced, Pertinent background information presented</p> <p>Material and Methods (15%): Design of experiment and methods clearly explained.</p> <p>Results and discussion (15%): Clear and understandable</p> <p>Conclusions (10%): Implications of results discussed, reinforce overall message</p> <p>Timing: 12 min. (+3 min. for Questions and answers) (10%). Timing observed</p> <p>Questions (10%): Properly answered and restated and summarized when needed.</p> | <p>Gives pertinent information but some information may be missing</p> <p>Design of experiment and methods are described, but some items left out</p> <p>Generally clear and understandable</p> <p>Implications of results not clearly discussed</p> <p>Went a little over or below time by 1 min</p> <p>Generally answered questions</p> | <p>Only some information on background, relevance and significance is given</p> <p>Methods insufficiently explained, Many gaps in information</p> <p>Little discussion of results</p> <p>Some errors in discussing implications</p> <p>Significantly over or below time (2+ min)</p> <p>Reluctantly answered and responds poorly to questions</p> | <p>Provides little or no information on background and significance</p> <p>Methods are very poorly explained</p> <p>Discussion of results very difficult to follow</p> <p>No discussion of implication of study and information inaccurate</p> <p>Presentation far too long or too short</p> <p>Avoids audience interaction and very rude if answering</p> | No submission/No effort exhibited |

| | | | | | |
|---------------------------------|---|---|---|--|--|
| <p>Presenter (10%)</p> | <p>Proper use of note (3%): Speaker was able to be heard and understood</p> <p>Manner of speaking (3%): Presenter's conversation was paced for ease of understanding by audience</p> <p>Eye contact (3%): with audience good</p> <p>Dressing (1%) Appropriate</p> | <p>Speaker was not fully heard or understood</p> <p>Presenters pace was not consistent, some repetition and skipping important details</p> <p>Eye contact not during complete presentation</p> <p>Some inappropriate dressing</p> | <p>Difficult to understand or hear</p> <p>Most of the presentation was too fast or too slow</p> <p>Very poor eye contact</p> <p>Dressing too casual or too flashy</p> | <p>Speaker was very difficult to hear or understand Speaker was too fast/too slow</p> <p>No eye contact</p> <p>Dressing inappropriate for formal presentations</p> | <p>No submission/No effort exhibited</p> |
| <p>Visual Aids (10%)</p> | <p>Simple and focused (3%)</p> <p>Appropriate and relevant to topic (4%)</p> <p>Neatness and quality (3%)</p> | <p>Simple but not focused</p> <p>Some material not relevant</p> <p>Quality not appropriate</p> | <p>Aids are poorly prepared and not used appropriately.</p> <p>Most of the information not relevant to the topic</p> <p>Most of the slides were of poor quality</p> | <p>Aids were not used and was difficult to read and follow</p> <p>No appropriate or relevant information</p> <p>All slides were of very poor quality</p> | <p>No submission/No effort exhibited</p> |

RUBRICS: ORAL PRESENTATION (Topical)

| | Excellent (A) 95% | Good (B) 85% | Fair (C) 75% | Poor (D) 65% | Fail (F) |
|--|---|--|---|---|--|
| <p>Language Use and Delivery The student communicates ideas effectively.</p> <p align="center">(30%)</p> | <p>Effectively uses eye contact. Speaks clearly, effectively and confidently using suitable volume and pace. Fully engages the audience. Dresses appropriately, Selects rich and varied words for context and uses correct grammar.</p> | <p>Maintains eye contact. Speaks clearly and uses suitable volume and pace. Takes steps to engage the audience. Dresses appropriately. Selects words appropriate for context and uses correct grammar.</p> | <p>Some eye contact, but not maintained. Speaks clearly and unclearly in different portions. Occasionally engages audience. Dresses inappropriately. Selects words inappropriate for context; uses incorrect grammar.</p> | <p>Uses eye contact ineffectively. Fails to speak clearly and audibly and uses unsuitable pace. Does not engage audience. Dresses inappropriately. Selects words inappropriate for context; uses incorrect grammar.</p> | <p>Did not present. No effort exhibited.</p> |
| <p>Organization and Preparation The student exhibits logical organization.</p> <p align="center">(20%)</p> | <p>Introduces the topic clearly and creatively. Maintains clear focus on the topic. Effectively includes smooth transitions to connect key points. Ends with logical, effective and relevant conclusion.</p> | <p>Introduces the topic clearly. Maintains focus on the topic. Include transitions to connect key points. Ends with coherent conclusion based on evidence.</p> | <p>Introduces the topic. Somewhat maintains focus on the topic. Includes some transitions to connect key points. Ends with a conclusion based on evidence.</p> | <p>Does not clearly introduce the topic. Does not establish or maintain focus on the topic. Uses ineffective transitions that rarely connect points. Ends without a conclusion.</p> | <p>Did not present. No effort exhibited.</p> |

| | | | | | |
|---|--|---|---|--|--|
| <p>Content The student explains the process and findings of the project and the resulting learning.</p> <p>(30%)</p> | <p>Clearly defines the topic or thesis and its significance. Supports the thesis and key findings with an analysis of relevant and accurate evidence Provides evidence of extensive and valid research with multiple and varied sources Provides evidence of complex problem solving and learning stretch. Combines and evaluates existing ideas to form new insights.</p> | <p>Clearly defines the topic or thesis. Supports the thesis and key findings with evidence. Presents evidence of valid research with multiple sources. Provides evidence of problem solving and learning stretch. Combines existing ideas to form new insights.</p> | <p>Defines the topic or thesis. Supports the thesis with evidence. Presents evidence of research with sources. Provides some evidence of problem solving and learning stretch. Combines existing ideas.</p> | <p>Does not clearly define the topic or thesis. Does not support the thesis with evidence. Presents little or no evidence of valid research. Shows little evidence of problem solving and learning stretch. Shows little evidence of the combination of ideas.</p> | <p>Did not present. No effort exhibited.</p> |
| <p>Questions and Answers</p> <p>(20%)</p> | <p>Demonstrates extensive knowledge of the topic by responding confidently, precisely and appropriately to all audience questions and feedback.</p> | <p>Demonstrates knowledge of the topic by responding accurately and appropriately to questions and feedback.</p> | <p>Demonstrates some knowledge of the topic by responding accurately and appropriately to questions and feedback.</p> | <p>Demonstrates incomplete knowledge of the topic by responding inaccurately and inappropriately to questions and feedback.</p> | <p>Did not present. No effort exhibited.</p> |

POSTER PRESENTATION JUDGING SCORESHEET

Course: _____

Title of Presentation: _____

The oral presentation will be rated for: quality, conciseness and completeness of the abstract, content of the presentation, confidence of the presenter and quality of the visual aids.

Each category will be rated as follows: 10=excellent, 9=very good, 8=good, 7=average, 6=poor, 5 and below failing.

| | |
|------------------------|-------|
| Abstract (if required) | Score |
| a. Concise | _____ |
| b. Complete | _____ |
| c. Quality | _____ |

| | |
|--|-------|
| Presentation | |
| a. Introduction: Significance of research | _____ |
| b. Materials and Methods: Clearly explained | _____ |
| c. Results and discussions: Clear and understandable | _____ |
| d. Conclusions: Reinforce overall message | _____ |
| e. Timing | _____ |

| | | | | | |
|---------------------------------------|--|--|--|--|--|
| Presenter (name): | | | | | |
| Proper use of note: | | | | | |
| Manner of speaking: | | | | | |
| Eye contact with audience: | | | | | |
| Appropriate dressing: | | | | | |
| Speaker's ability to engage audience: | | | | | |
| Questions: Properly answered: | | | | | |

| | |
|----------------------------------|-------|
| Poster | |
| a. Simple, organized and focused | _____ |
| b. Relevant information | _____ |
| c. Neatness and quality | _____ |
| d. Grammatical and spelling | _____ |

| | |
|--|-------|
| Overall scientific merit and quality | _____ |
| Your overall impression of the poster and the student(s) performance | _____ |

Please provide comments below. Your comments will help the presenter improve his/her performance.

Mock Interview Rubric

Student Name: _____ Date: _____

Company for Application: _____ Application Provided? _____

Position of Application: _____ Position Applicable? _____

| Criteria | Excellent (A) 95% | Good (B) 85% | Fair (C) 75% | Poor (D) 65% | Score |
|--------------------------------|---|--|---|---|-------|
| Appearance | <p>Overall appearance is very neat</p> <p>Choice in clothing is appropriate for any job interview</p> <p>Very well groomed (hair, make-up, clothes pressed, etc.)</p> <p>Overall appearance is businesslike</p> | <p>Overall neat appearance</p> <p>Choice in clothing is acceptable for the type of interview</p> <p>Well groomed (i.e. shirt tucked in, jewelry blends with clothing, nothing distracting)</p> | <p>Appearance is somewhat untidy</p> <p>Choice in clothing is inappropriate (shirt untucked/too tight, tee-shirt, too much jewelry/makeup/perfume, etc.)</p> <p>Grooming attempt is evident</p> | <p>Overall appearance is untidy</p> <p>Choice in clothing is inappropriate for any job interview (torn, unclean, wrinkled)</p> <p>Poor grooming</p> | |
| Greeting | <p>Professional behavior and language (handshake, "hello", "thank you", etc.)</p> <p>Friendly and courteous to all involved in interview</p> | <p>Acceptable behavior, well mannered, professionalism somewhat lacking ("fish" handshake, eye contact, taking seat before offered, etc.)</p> <p>Courteous to all involved in interview</p> | <p>Used typical behavior and language</p> <p>Attempts to be courteous to all in interview setting</p> | <p>Unacceptable behavior and language</p> <p>Unfriendly and not courteous</p> | |
| Communication | <p>Speaks clearly and distinctly with no lapse in sentence structure and grammar usage; speaks concisely with correct pronunciation</p> <p>Volume conveys business tone</p> | <p>Speaking is clear with minimal mistakes in sentence structure and grammar</p> <p>Volume is appropriate</p> | <p>Speaking is unclear – lapses in sentence structure and grammar</p> <p>Volume is uneven (varied)</p> | <p>Speaking is unclear – very difficult to understand message of what is being said (mumbling)</p> <p>Volume is inappropriate for interview (too loud, too soft)</p> | |
| Body Language | <p>No fidgeting; consistently used physical gestures, facial expressions and body movements in a manner which enhanced the interview process</p> | <p>Minimal fidgeting (i.e., occasionally shifting); average use of physical gestures, facial expressions and body movements in a manner which enhanced the interview process</p> | <p>Fidgeted –(i.e., movement of hands and feet frequently); minimal use of physical gestures, facial expressions and body movements in a manner which enhanced the interview process</p> | <p>Fidgeted – (i.e., constant movement of hands and feet); none or very poor use of physical gestures, facial expressions and body movements detracted from the interview process</p> | |
| Posture and Eye Contact | <p>Sits up straight, excellent posture; relaxed and confident; eye contact with interviewers during the interview 90-100% of the time</p> | <p>Sits up straight, good posture; establishes eye contact with interviewers during the interview 80 -90% of the time</p> | <p>Sits up straight; average posture; establishes eye contact with interviewers during the interview 70 - 80% of the time</p> | <p>Does not look at persons involved in the interview process; keeps head down; minimal eye contact; does not</p> | |

| | | | | | |
|--|---|--|---|---|--------------|
| | | | | have good posture; slouching | |
| Politeness | Student never interrupted or hurried the interviewer and thanked them after the interview | Student interrupted or hurried the interviewer 1-2 times during the course of the interview, thanked the person after the interview | Student interrupted, or hurried the interviewer 3-5 times during the course of the interview, thanked the person after the interview | Several times, the student interrupted or hurried the person doing the interviewing; forgot to thank person(s) | |
| General Attitude | Appropriately interested and enthusiastic about the interview process | Shows basic interest in the interview; shows some enthusiasm | Somewhat interested in the interview; shows little enthusiasm | Lack of interest and enthusiasm about the interview; passive and indifferent | |
| Responses to Questions | Gives well-constructed, confident responses that appear genuine | Gives well-constructed responses, does not sound rehearsed, student somewhat hesitant or unsure | Gives well-constructed responses, but sounds rehearsed or unsure | Answers with "yes" or "no" and fails to elaborate or explain; talks negatively about past employers | |
| Candidate Integrity | Responses are all consistent Concrete and specific examples are used Candidate provides verifiable information for all claims | Responses are generally consistent Concrete and specific examples often used Candidate provides verifiable information for most claims | Responses are somewhat inconsistent or contradictory Concrete and specific examples occasionally used Candidate provides some verifiable information for claims | Responses are inconsistent or contradictory. No concrete or specific examples used Candidate provided no verifiable information for claims, and/or claims may be exaggerated or even appear manufactured | |
| Overall Demonstration of Interview Skills | Highly proficient; appropriately utilized interview skills in an enthusiastic, motivating and engaging manner | Demonstrated average proficiency; average demonstration of competent interview skills in a generally confident manner | Demonstrated limited proficiency; limited demonstration of competent interview skills in a generally confident manner | Demonstration of poor interview skills with little confidence displayed | |
| Prepared/Materials | Provided resume, application, etc. and/or used to supplement discussion and used properly | Materials brought but used minimally or did not supplement the interview | Only one (1) of the following (resume, notebook, pad, binder, etc.) but did not use or did not use properly. | No materials (resume, notebook, etc.) to take notes or supplement the interview | |
| Technical Content | Solid understanding of technical terms and able to discuss topics within the field with proficiency and depth | Understands technical terms and is able to converse but depth is limited | Minimal understanding of advanced topics and technical terminology. Depth of understanding is shallow. | Unable to discuss technical topics and does not understand technical terminology | |
| | COMMENTS: | | | | Total |