

Undergraduate Scholarly Showcase Presentation Rubric

Judges evaluate the following 13 Statements (left column) where...

Strongly Disagree = 1 point

Disagree = 2 point

Not Sure = 3 points

Agree = 4 points

Strongly Agree = 5 points

Minimum score: 13 points

Maximum score: 65 points

Section 1: Early Impressions

| Statement | Strongly Disagree | Disagree | Not Sure | Agree | Strongly Agree |
|---|---|---|--|--|--|
| Title is compelling & easy to understand | Title unintelligible, or not provided. | Discipline-specific jargon or acronyms make it difficult to understand | Unclear where it's going but I'm intrigued. | I know what the presentation is about and I'd like to learn more. | Title compelling and easy to understand. |
| Visual aid is visually stimulating | Visual aid not provided or consists of words only. | Has 4 or more of the following issues: (1) Too wordy; (2) sections not clearly defined; (3) odd choice of colors; (4) not well-balanced; (5) no foreground/background; (6) images pixilated; (7) grammatical errors | Visual aid functional, but not visually stimulating. Has 2-4 issues from "disagree" category | Nicely balanced + thoughtful use of color & images/figures. Something I enjoyed observing. 0-2 issues from "disagree" category | Student created a memorable visual that I would like to see again. 0 issues from "disagree" category |
| Visual aid is a valuable supplement to the presentation | Visual aid not provided or detracted from the presentation. | Visual aid provided but did not add value to the presentation. | Visual aid reinforced some key points, but not all. Could have benefitted from more images/figures or simpler text | Visual aid reinforced all key points and helped tell the story, but some elements were confusing. | Visual aid reinforces all key points, adds interest, and clarifies the presentation. |
| Images/Figures informative & help tell the story | Images/figures not provided. | Images/figures confuse or mislead. | Some images/figures inform, others confuse or mislead. | Images/figures are informative and help tell the story. | Images/figures are informative and help tell the story in a memorable way. |

Section 2: By the End

| Statement | Strongly Disagree | Disagree | Not Sure | Agree | Strongly Agree |
|---|---|--|--|--|--|
| I understand the main question or goal | Not provided or clearly articulated. | Provided, but it didn't make sense. | Made sense in the beginning but outcome seemed unrelated. | Provided in the beginning and reinforced at the end. | Crystal clear in the beginning and reinforced at the end. |
| This work is important | Value of work not stated. | Importance of work stated, but lacked confidence or clarity. | Importance of work stated, but I'm not convinced it was valuable for the presenter or has the potential to benefit others. | This work is important to the development of scholars and has the potential to benefit others. | This work is important to the development of scholars and is a great value to society. |
| Scholarly sources inform the project | Scholarly sources (previous work) not referenced. | Scholarly sources (previous work) referenced but not mentioned. | Scholarly sources referenced and mentioned, but relevance to project unclear. | Scholarly sources inform OR bolster rationale for the project but NOT BOTH | Scholarly sources inform AND bolster rationale for the project but NOT BOTH |
| The methods are appropriate | Methods not provided. | Methods provided but unclear how the methods led to outcome. | Methods seem appropriate, nothing cited to underscore appropriateness. | Methods seem appropriate and presenter provides rationale for using them. | Rationale and explanation of methods convince me this was a reasonable way to answer the question or achieve the goal. |
| Outcomes (or conclusions) are innovative (or logical) | Outcomes (or conclusions) not provided. | Outcomes (or conclusions) fall flat or seem inappropriate based on information gathered. | Outcomes (or conclusions) inspired by or align with information gathered | Outcomes (or conclusions) demonstrate a spark of imagination or critical thinking. | Outcomes (or conclusions) |

Section 3: Overall

| Statement | Strongly Disagree | Disagree | Not Sure | Agree | Strongly Agree |
|--|--|--|---|---|--|
| The quality of work achieved is high | Project poorly organized; no references; no new information, understanding, or innovation achieved | Rigor/effort seems weak for college-level | Hard to say because this is not my area of expertise & the presentation was highly specialized. | Project well-organized & explained. A reasonable amount of rigor was dedicated to achieving outcomes. | An extraordinary achievement that required considerable rigor over multiple semesters. |
| This work is important | Presenter did not say why the work is important | Presenter gave dubious rationale for the importance of this work | Presenter's rationale for the value of this work was somewhat convincing. | This work is important for the scholarly or professional development of students but has no potential to benefit the discipline, community, industry, or society. | This work is (1) important for the scholarly or professional development of students AND (2) has the potential to benefit the discipline, community, industry, or society. |
| The presenter was engaging | Presenter did not show | No eye-contact, lots of rambling | Decent eye-contact & organization, but presentation felt a bit flat. | Great connection to audience, well-organized, & demonstrated knowledge of subject matter | One of the best student presenters I have seen. Impressive demonstration of knowledge & critical/creative thinking. |
| This presentation deserves a Top Award | One of the worst I have experienced | Did not meet expectations | One of the better presentations I have seen, but not the best | All aspects of the presentation hit the mark, but perhaps not deserving of a Top Award | Definitely deserving of a Top Award |