

Room _____ Time _____ Presentation # _____ Judge _____
 1st Author Last Name _____ Abbr Title _____

RESEARCH DESIGN

Introduction of Research

No introduction given.	Introduction present, but not clear or informative.	Introduction provided basic information about research design.	Introduction was informative and insightful.	Introduction provided unique insight and exceptional clarity.
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Statement of Thesis/Research Question

No thesis/RQ given or thesis/RQ exceptionally weak.	Thesis/RQ given, but not clear or well constructed.	Thesis/RQ clearly presented and well constructed.	Thesis/RQ offered insight into the rationale for the project.	Student argued that Thesis/RQ addresses a pressing question in his/her field.
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Goals and Objectives

Goals and objectives not presented or of poor quality.	Goals and objectives presented, but not clearly explained.	Goals and objectives clearly and thoughtfully presented.	Goals and objectives provided an excellent overview of the project.	Student presented goals and objectives as a way to fill a unique gap in his/her field.
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Explanation of Methodology or Theoretical Framework

Methodology or theoretical framework not or poorly explained.	Methodology or theoretical framework explained, but seem inadequate for study goals/purpose.	Methodology or theoretical framework adequate and clearly explained.	Methodology or theoretical framework clearly connected to hypothesis/RQ and study's goals.	Methodology or theoretical framework shows evidence of exceptional insight and meticulous investigation.
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Presentation of Conclusions and/or Answer(s) to Research Question

Conclusions and/or answer(s) to research question not presented.	Conclusions and/or answer(s) to research question presented, but unclear.	Conclusions and/or answer(s) to research question clearly presented.	Conclusions and/or answer(s) to research question illustrated insight and achievement.	Student emphasized the impact of conclusions and/or answer(s) to research question on his/her field.
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Explaining the Value or Relevance of the Research to the Field

Student's presentation did not illustrate student understanding.	Student's presentation illustrated minimal understanding.	Student's presentation illustrated clear understanding.	Student's presentation illustrated unique understanding.	Student's presentation illustrated exceptional understanding.
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Use of Literature in The Field

Student relied on little or no literature.	Student's references to literature did not illustrate understanding.	Student referenced literature that illustrated knowledge of the field.	Student's references to literature illustrated insight into the field.	Student referenced an exceptional depth and breadth of literature.
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PRESENTATION AND PERSUASIVENESS

Organization and Preparation				
Student's presentation was obviously unorganized and unprepared.	Student's presentation lacked sufficient organization and preparation.	Student's presentation was prepared and well organized.	Student's presentation showed evidence of practice and flowed well.	Student's presentation was poised, confident, and exceptionally organized.

Use of Visual Aids				
No visual aid.	Visual aid was unclear, cluttered, distracting, and/or grammatically incorrect.	Visual aid was free of errors and informative.	Visual aid added clarity to presentation and illustrated insight of topic.	Visual aid enhanced audience understanding and was smoothly integrated into the presentation.

Use of Voice for Maximum Effect				
Student's voice distracted from his/her presentation.	Student's voice was not distracting, but did not add to his/her presentation.	Student's voice added clarity and interest to his/her presentation.	Student's voice helped capture the audience's attention.	Student's voice conveyed poise and communicated appropriate enthusiasm.

Use of Gestures, Movement, and Facial Expression for Emphasis				
Student's movement and expressions distracted from his/her presentation.	Student's movement and expressions were not distracting, but did not add to his/her presentation.	Student's movement and expressions added clarity to his/her presentation.	Student's movement and expressions emphasized key ideas in his/her presentation.	Student's movement and expressions conveyed poise and appropriate enthusiasm.

Use of Eye Contact				
Student did not maintain eye contact with the audience for a majority of his/her presentation.	Student maintained eye contact with the audience for a portion of his/her presentation.	Student maintained eye contact with the audience throughout his/her presentation.	Student's eye contact enhanced his/her presentation.	Student's eye contact established a meaningful connection with the audience.

Answers to Audience's Questions				
Speaker was not able to address any of the audience's questions.	Speaker was able to address some of the audience's questions.	Speaker was able to address most of the audience's questions.	Speaker's answers added to and extended topics discussed in his/her presentation.	Speaker's answers showed exceptional insight into his/her field.

Explanation of the Project's Larger Significance				
Speaker did not explain his/her project's significance.	Speaker persuaded the audience his/her project was important, but not significantly so.	Speaker argued that his/her project was significant.	Speaker effectively persuaded the audience that his/her project fulfilled a need.	Speaker effectively persuaded the audience of the crucial significance of his/her project.