

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

RESEARCH DESIGN

Introduction of Research

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|------------------------|---|--|--|---|
| 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 Hypothesis/Research Question

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

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| 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

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| Methodology not or poorly explained. | Methodology explained, but seem inadequate for study goals/purpose. | Methodology adequate and clearly explained. | Methodology clearly connected to hypothesis/RQ and study's goals. | Methodology shows evidence of exceptional insight and meticulous investigation. |
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Presentation of Results and Conclusions

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| Results and conclusions not presented. | Results and conclusions presented, but unclear. | Results and conclusions clearly presented. | Results and conclusions illustrated insight and achievement. | Student emphasized the impact of results and conclusions on his/her field. |
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Understanding of The Problem or Challenged Addressed

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| 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

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| 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 breath of literature. |
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(Please Turn Over)

PRESENTATION AND PERSUASIVENESS

| Organization and Preparation | | | | |
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| 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 | | | | |
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| 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 | | | | |
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| 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 | | | | |
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| 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 | | | | |
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| 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 Significance | | | | |
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| 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. |