

Assessment Rubric for a research presentation (please encircle one): **STEM** or **HASBSEB**

Judge's name:

Student's Name:

Talk or **Poster** (encircle one)

Title of Presentation (at least the first three words):

ENTER THE SCORE IN EACH BOX AND SUM THE PARTIAL SCORES TOWARDS A TOTAL SCORE:

| Items to score | Exemplary (7-10) | Accomplished (4-6) | Developing (2-3) | Novice (1-0) |
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| Topic Selection Points: | Identifies a creative, focused, and manageable topic that addresses potentially significant yet previously less explored aspects of the topic | Identifies a focused and manageable/doable topic that appropriately addresses relevant aspects of the topic | Identifies a topic that while manageable/doable, is too narrowly focused and leaves out relevant aspects of the topic | Identifies a topic that is far too general and wide-ranging as to be manageable and doable |
| Existing Knowledge, Research, and/or views Points: | Synthesizes relevant information from relevant sources/references representing various points of view/ approaches | Presents information from relevant sources representing various points of view/approaches | Presents information from relevant sources representing <i>limited points</i> of view/approaches | Presents information from irrelevant sources representing points of view/approaches. |
| Study Design / Methodology Points: | All elements of the methodology or theoretical framework are skillfully developed. Appropriate methodology or theoretical frameworks may be synthesized from across disciplines or from relevant sub-disciplines. | Critical elements of the methodology or theoretical framework are appropriately developed, however, more subtle elements are ignored or unaccounted for | Critical elements of the methodology or theoretical framework are missing, incorrectly developed, or unfocused. | Inquiry design demonstrates a misunderstanding of the methodology or theoretical framework. |
| Analysis / Critical Thinking Points: | Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus. | Organizes evidence to reveal important patterns, differences, or similarities related to focus | Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities | Lists evidence, but it is not organized and/or is unrelated to focus. |
| Relevance of Conclusions Points: | States a conclusion that is a logical extrapolation from the inquiry findings | States a conclusion focused solely on the inquiry findings. The conclusion arises specifically from and responds specifically to the inquiry findings | States a general conclusion that, because it is so general, also applies beyond the scope of the inquiry findings. | States an ambiguous, illogical, or unsupportable conclusion from inquiry findings. |
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| Total Points: | Comments for student (optional): | | | |