<table>
<thead>
<tr>
<th><strong>Content</strong></th>
<th><strong>Proficient 9 – 7 points</strong></th>
<th><strong>Developing 6 – 4 points</strong></th>
<th><strong>Needs Attention 3 – 0 points</strong></th>
</tr>
</thead>
</table>
| Focus       | • There are two or three goals for the presentations, providing a clear theme  
• The goals are clear and specific  
• The talk does not stray from the theme | • There is not a clear statement of theme or point to the talk  
• The talk touches on a large number of ideas that are not obviously connected  
• The talk is difficult to follow | • There is no apparent theme  
• Listener is left wondering, “what is the point?”  
• Speaker provides little or no supporting details for the broad claims  
• Listener is left confused and uninterested |
| Organization | • Speaker clearly states what is to be discussed during the talk  
• Entire talk is organized around the defined goals.  
• There are smooth transitions between sections.  
• Concluding portion of the talk re-emphasizes the goals. | • Goals are not clear to the listener.  
• Some section(s) of the talk are not clearly related to the goals.  
• Talk is somewhat choppy or disjointed.  
• The talk ends without listeners having a clear understanding of what they were to have gained. | • Goals are not at all apparent.  
• The talk moves off topic in a way that is neither relevant nor valuable.  
• It is not possible to explain what was learned. |
| Relevance | • There is a clear strategy for engaging and motivating the listener.  
• The speaker is explicit about the relevance of the topic  
• The speaker effectively engages and motivates the audience to care, to learn more, or to take action.  
• The talk is appropriate for a technically-minded general audience | • The speaker seems to have made an attempt, but there is confusion as to the relevance of the topic.  
• The speaker states the importance, but does not motivate the listener to see the relevance. | • No attempt is made to demonstrate that the topic is relevant to anything the audience may care about.  
• A significant portion of the audience is disinterested or otherwise engaged. |
| Delivery  | Speaker displays:  
• strong, competent, relaxed presence in front of an audience  
• consistent eye contact  
• genuine interest in the subject  
• enthusiasm for their research  
• attention focused on the audience, not the slides | Speaker displays:  
• some anxiety in addressing the audience  
• occasional lack of eye contact  
• some lack of preparation  
• noticeable anxiety during technological issues or other difficulties  
• attention focused on the slides more than on the audience | Speaker displays:  
• high level of anxiety in addressing the audience  
• lack of eye contact and obvious discomfort  
• obvious lack of preparation  
• unfamiliarity with the technology or slides being used |
| Language  | • Language is appropriate for the audience  
• Scientific terms and acronyms are explained.  
• Unnecessary jargon is avoided  
• Delivery is smooth  
• Pacing is appropriate  
• Pitch and volume are appropriate | • Language is occasionally beyond the reach of the audience  
• Technical language or acronyms are not fully explained  
• Jargon is used on occasion  
• Pacing is choppy with occasional awkward pauses | • Speaker relies heavily on technical language or acronyms  
• Audience is visibly confused by terminology  
• Pacing is awkward, with the speaker relying heavily on fillers |
<table>
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<tr>
<th>Visuals</th>
<th>Proficient 9 – 7 points</th>
<th>Developing 6 – 4 points</th>
<th>Needs Attention 3 – 0 points</th>
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<tr>
<td><strong>Personal appearance and body movement</strong></td>
<td>• Professional attire is appropriate for the setting&lt;br&gt;• Speaker is clean, neat, and “put together”&lt;br&gt;• Attire does not distract&lt;br&gt;• Appropriate amount of body language and gestures&lt;br&gt;• Movement is used to help illustrate important concepts</td>
<td>• Speaker has made appropriate clothing choices, but they were poorly executed (un-ironed, mismatched, etc.)&lt;br&gt;• Attire is slightly distracting from speaker’s talk&lt;br&gt;• There is either too little movement making the speaker seem stiff or too much movement, making the speaker seem nervous</td>
<td>• Clothing is inappropriate for setting by being too casual or not appropriately prepared&lt;br&gt;• Attire is distracting enough to take large amounts of attention away from the message.&lt;br&gt;• Body movements and gestures are distracting&lt;br&gt;• Speaker paces a lot and includes unnecessary hand-waving&lt;br&gt;• Alternately, the speaker is too stiff and remains almost entirely still</td>
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<td><strong>Presentation slides and other visual aids</strong></td>
<td>• Slides enhance the presentation, supporting the message and stimulating audience interest&lt;br&gt;• They are predominantly graphics with limited text&lt;br&gt;• Most have just one point per slide&lt;br&gt;• Slides reinforce the speaker’s message without taking attention away from the speech.&lt;br&gt;• Graphs and charts are clearly labeled and explained without unnecessary details&lt;br&gt;• Props, if used, are adequately explained and help clarify point</td>
<td>• Slides do not clearly support the message or story&lt;br&gt;• Design or color scheme makes them difficult for some members of the audience to see&lt;br&gt;• They contain a large amount of bulleted text&lt;br&gt;• Reading graphs and charts cause the listener to become distracted from the talk&lt;br&gt;• Props may be used but their value is unclear</td>
<td>• Slides are not utilized in any meaningful way&lt;br&gt;• They distract from the focus of the talk by giving the audience too much to read&lt;br&gt;• The slides seem to be used as a teleprompter&lt;br&gt;• Props are not introduced or explained badly, creating confusion</td>
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