Technical Presentation Rubric

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| **Standard** | **3 - Missing/Deficient** | **4 - Weak** | **5 – Satisfactory** | **6 – Competent** | **7 - Exemplary** |
| PPT.1 - Slide titles are informative and factual assertions. | Slide titles are missing or incomplete. | Titles are the usual generic two or three word headings, e.g. “Timeline”, “Procedure”, etc. | Slide titles taken by themselves specify the work items or stages in completing the project. e.g. “first we computed…” or “After finding the altitude we…” | Both strategy and procedure are generally referenced in the slide title. E.g. “Using the inverse square law we found the distance.” but | The project purpose, main discoveries and strategies used in the project, and learning goals evident by reading only the slide titles. |
| PPT.2 - Slide bodies provide context and support the slide title. Supporting evidence and logic are presented in a visually engaging way. | Slide bodies generally sparse or devoid of information. Slides are missing or clearly incomplete. | Slides are mostly traditional list of bullet points. Graphical elements, if they exist, are sparse and/or merely decorative or not directly supporting the title assertion. | Limited use of bullets. Some graphical elements are related to title assertion, but not labeled or annotated to directly inform or support the assertion. | Limited use of bullets. Many slide bodies are graphically engaging and represent information structure. Some annotations and callouts are made to the graphical elements to explain or support the assertion. | Almost no use of bullets with graphical representations of information structure. Consistent use of engaging graphics and consistent use of annotations to graphics in support and proof of assertion. |
| PPT.3 - Slides notes provide detailed support for the slide body and title. | No speaker notes or just name of team member who will present this slide. | Speaker notes are directives to the presenter “remember to talk about…” | One or two sentences per slide indicating what the presenter would say about this slide. “We used the inverse square law to…” | A paragraph of text in each slide notes section indicating what the presenter would say about this slide. The slide deck would be instructive even without live or recorded presentation. | Each slide notes section contains several paragraphs of text explaining the slide content in detail. Taken together the slide notes could possibly serve as a rough draft of a paper. |
| PPT.4 - Slides are professionally formatted and presented. | Major or consistent grammatical or spelling errors. Little care or consideration was put into the formatting of the slides. | Multiple grammatical errors or spelling errors. Frequent typos. Little care in layout or presentation of slide elements. Attention to detail is lacking. Graphical elements or color pallet are distracting. | Grammatical or spelling errors are infrequent or appear on several slides. Attention to detail is inconsistent. | No grammatical or spelling errors, one or two typos at most. Colors and other graphical elements are harmonious. | Slides appear to be almost “publication ready”. Attention to detail is obvious and consistent across all slides. |

Technical Content Rubric

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| **Standard** | **3 - Missing/Deficient** | **4 - Weak** | **5 – Novice** | **6 – Competent** | **7 - Exemplary** |
| Tech.1 – Document is informative and educational. | Technical terms/references are not used, or if used, not defined. Major content elements are missing or incorrect. | No overview, context for project, or summary provided. Technical terms, jargon, and references are used but not defined nor explained. | Basic goal of project is shown/discussed but with little elaboration. Terms/Jargon/References are defined but not explained. | The goal/purpose of project is discussed in context of real world application. Technical terms are explained such that someone familiar with the content can follow the work. | The purpose of the project and the learning goal for the student are discussed. Technical details are explained in depth such that a content novice feels they’ve learned something about the topic after the presentation. |
| Tech.2 – Scientific content | Scientific content is missing or incorrect. Surprising or significant scientific claims are made without evidence or data. | Scientific content is present, but explanation/discussion is limited or unclear. Little or no evidence is offered to support claim. Numerous smaller scientific or factual errors are apparent. If present, students are unable to verbally address missing content or clarify existing content. | Basic discussion/explanation and evidence are offered for scientific claims but some elements may be unclear or lacking. Some obvious/major questions are addressed. If present, students can answer missing major questions, but not necessarily follow-up questions. | Sound discussion, analysis, explanation, and proof are evident for the major scientific claims. If appropriate detailed mathematical support is provided. All obvious/major questions are addressed. If appropriate mathematical support/analysis is provided. Follow-up questions are answered verbally if students are present. | Thorough and detailed discussion, analysis, and explanation, and proof are evident for all scientific claims and work. If appropriate detailed mathematical support is provided. All obvious/major questions are addressed and many follow-up questions are anticipated and addressed. |
| Tech.3 – Mathematical Content | Important mathematical content is missing or incorrect. Surprising mathematical claims are made without proof or data. | Mathematical thinking and work is present or attempted, but explained poorly or incompletely. Mathematical errors are evident. Students if present are unable to verbally address missing content or clarify/correct existing content. | Mathematical thinking and work is present and adequately explained though may be occasionally unclear or imprecise. Mathematical errors are minor and typographical. Students, if present, can answer basic clarifying questions. | Mathematical thinking and work is evident. Discussion and explanations are precise and reference mathematical theorems and content. E.g. “applying the law cosines allows us to…” Major questions anticipated and addressed in the text and explained well enough that clarifying questions aren’t necessary. Students, if present, can answer follow-up questions. | Mathematical thinking and work is thorough, complete, and precise. Mathematical theorems are referenced. Major questions are answered, as are follow-up questions. Areas where the mathematical model or treatment are imprecise or not valid are clearly indicated. Specific mathematical “corner cases” are discussed and modeling error and precision are addressed. |