

Oral presentation rubric MSc Chemistry and LST

date:

presenter:

Levels Criteria	Insufficient grade: 2/10	grade: 4/10	Sufficient grade: 6/10	grade: 8/10	Excellent grade: 10/10
Scientific level	Content is not chosen properly, or information does not support the topic and claims. Relevant literature is left out or not referenced correctly. Draws firm conclusions based on non-significant or irrelevant results.	Scientific content is incorrectly presented or misses important aspects or references. Student does not critically evaluate their results or statements. Not all conclusions are well-founded.	Mostly appropriate material is presented. Some information is unclear or incorrect. Content does not build upon existing literature but only summarises.	Appropriate and relevant material is presented and placed into a broader perspective. Student addresses the 'bigger picture' but misses some key considerations.	Abundant relevant material and literature is presented accurately and expanded upon, showing the student understands the theory and practice of their scientific field and can place their own work in context. Conclusions are well-supported and correct.
Lay-out	Slide layout is unprofessional or does not support the message. Contains <ul style="list-style-type: none"> - too much text or long sentences - too much information per slide (text and visuals) - illegible graphs, text or other visuals due to font, colour or size - distracting animations - no slide numbers, titles or references - spelling or grammar errors 	Slide layout is mostly uniform but contains multiple mistakes as specified in the box at 'insufficient'	Slide layout is not optimal but does not distract from the presentation. Some mistakes as specified in the box at 'insufficient'.	Slides are mostly well-designed for the purpose and support the message. Some changes could have made the slides even better, as specified in the box at 'excellent'.	Slides support the story and contain <ul style="list-style-type: none"> - one main message per slide - bullet points - legible text and visuals - slide numbers - clear references - only functional animations - good slide titles Slides are professional and appealing to look at with a uniform design.
Message (structure, timing, appropriateness of level for audience)	Presentation is either completely above the level of the audience (appropriate only for direct colleagues) or at the level of BSc students. Audience cannot understand presentation well due to lack of structure. The goal of the research or presentation is not communicated. Presentation is much too long or too short.	Only a few members of the audience can follow the presentation. Sections are not well balanced; many are too easy or difficult or their relevance to the story is not explained. The order of the presentation is not good, which makes the story more difficult to follow. Presentation is too long or too short.	Most students and staff can follow the story. The goal of the research is mentioned. All components are discussed in a logical order, but some links are missing or the division of time between the different sections is not ideal. Major points could have benefitted from more time.	The goal of the research is explained well. The audience can reproduce parts of the presentation afterwards. The presentation brings forth a good discussion. Student has made good choices on what to present and what to leave out. Overall timing is good with all elements well-balanced.	The goal of the research is clear and the rest of the presentation is logically connected. The presentation storyline has a logical build-up, allows the whole audience to follow along and remember it afterwards and starts a substantive discussion. All necessary elements are present and receive a balanced amount of time. Presentation is the correct length.
Presentation skills (verbal and non-verbal)	Shows no interest in topic presented. Talks very fast, speaks too quietly or says 'uh' every sentence. Sentences are incomplete or incorrect, and important points not emphasised. English and language is limited or not professional. No eye contact with audience because entire presentation is read from notes or slides. No movement or descriptive gestures.	Shows little interest in topic presented. Speaks unclearly or in unfinished sentences. Has some eye contact with audience, but much of the presentation is read from notes or too obviously memorised. Little movement, descriptive gestures or pointing at slides or movements are distracting.	Shows some interest in topic presented. Sometimes speaks too quietly for a majority of the audience to understand. Needs notes only a few times as a reminder. Movement, descriptive gestures and pointing at the slides in a way that helps the story.	Demonstrates a clear, positive feeling about topic during most of the presentation. Uses a clear voice and mostly speaks at a good pace. Has regular eye contact with audience, but also regularly looks at notes or talks to slides. Movements are mostly helpful for visualising the content.	Projects enthusiasm about topic. Uses a clear voice and speaks at a good pace. Uses sentence stress effectively to place emphasis on important words or phrases, and has logical transitions between sections. Has direct eye contact with audience, rarely looking at notes. Movements help the audience visualise.
Discussion	Cannot answer basic questions. Does not seem to understand what is on their slides or the basics of their own project.	Cannot properly defend their results or slides. Does not understand questions, and gives irrelevant or incomplete answers.	Can reformulate the information on the slides to clarify and answers most questions coherently.	Can expand on the information on the slides to clarify and provide new insights. Answers to questions are to-the-point and concise.	Can engage in a critical confrontation of their own results and conclusions, drawing on their own material or knowledge of the literature. Has the ability to convince the audience of their interpretations.