

Rubric for Oral Presentation Abilities

	Does not meet expectations	Approaches expectations	Meets expectations
1. Prepares high quality slides	<u>Most slides are not</u> organized to convey information (too much or too little information, hard to read, or too many typos).	<u>A mix</u> of good slides and not well organized slides that may have too much or too little information, small font, unclear charts, distracting animation, OR <u>too many</u> slides.	<u>Most</u> or all slides presented the material in a clear manner, contained relevant information that was easy to read.
2. Structures the presentation as an "hourglass"	The "hourglass" structure of the presentation is largely absent. Many slides do not logically follow each other.	<u>Not all parts</u> of the hourglass structure are present or clearly developed. Slides mostly logically follow each other.	The presentation follows, for <u>the most part, the hourglass structure</u> : it starts with situating the thesis in a broader context/overview, then focuses on the thesis, and concludes by relating the thesis' implications to the broader context.
3. Addresses the audience (senior physics majors) by distinguishing between common and specialized knowledge	For the <u>most part</u> , common physics undergraduate material is presented in too much detail, AND/OR knowledge specific to the thesis subfield is not explained in sufficient detail.	On a <u>few occasions</u> , common physics undergraduate material is presented in <u>too much</u> detail, OR knowledge specific to the thesis subfield is <u>not</u> explained in sufficient detail.	<u>Throughout the presentation</u> , common physics undergraduate material is presented briefly, while knowledge specific to the thesis subfield is explained in detail.
4. Speaks with enthusiasm, confidence, and professional style	Student <u>appeared to struggle</u> with delivery techniques (posture, gesture, eye contact, volume, fluency, and expressiveness) that made the presentation difficult to follow and understand.	Student appeared <u>inconsistent</u> in using some delivery techniques (posture, gesture, eye contact, volume, fluency, and expressiveness) but was able to deliver a presentation that was easy to follow.	Student appeared <u>enthusiastic, comfortable, and professional</u> based on their use of delivery techniques (posture, gesture, eye contact, volume, fluency, and expressiveness).
5. Responds to critique or questions	Student <u>did not respond thoughtfully</u> to critique or questions: was either resisant to questioning, or showed no reciprocal engagement.	Student responded <u>somewhat thoughtfully</u> to critique or questions: seemed to take questions/critique seriously, even if <u>answers were somewhat lacking</u> .	Student thoughtfully responded to critique and questions. Carefully listened and took questions/critique seriously. Provided <u>reasonable answers</u> to questions.