# Student Research Symposium Video Thesis Scoring Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>10-8 pts</th>
<th>7-5 pts</th>
<th>4-2 pts</th>
<th>1-0 pts</th>
<th>Score</th>
</tr>
</thead>
</table>
| **Comprehension**         |                                                                           |                                                                          |                                                                          |                                                                          | /
| Overall Presentation      | The Presentation clearly explained the research project and helped me understand it. | The presentation explained the research project well, but I needed more. | The presentation described a research project, but I still do not understand it. | The presentation did not explain the research project and I do not know what the point of the project is. | /
| Subject Knowledge         | An abundance of material clearly related to the research is presented. Points are clearly made and evidence is used to support claims | Sufficient information with many good points made, uneven balance and little consistency. | There is a great deal of information that is not clearly integrated or connected to the research. | Goal of research unclear, information included does not support research claims in any way. | /
| Language                  | Language is precise, vivid, and appropriate for the setting and context. No use of filler words | Language is appropriate but may not be vivid. Little use of filler words | Language is not precise. Occasional use of filler words | Language choices are ineffective or limited. Use of filler words (um, uh…) frequently | /
| Organization              | Information is presented in a logical and interesting sequence which audience can follow. Flows well | Information is presented in logical sequence which audience can follow | Audience has difficulty following presentation because the presentation jumps around and lacks clear transitions | Audience cannot understand presentation because there is no sequence of information | /
| **Communication & Engagement** |                                                                           |                                                                          |                                                                          |                                                                          | /
| Discipline Jargon         | Presenter explained terminology and provided adequate background information to illustrate points. | Presenter explained terminology and provides some background information, and only used some discipline specific jargon. | The presenter used discipline specific jargon with limited background information. It was hard for non-experts to understand. | The presenter used discipline specific jargon with no or little background for the audience. | /
| Audience Interest         | The presentation leads me to want more on the topic.                      | The presentation peaked my interest in the topic and I might want to know more. | The presentation attracted my attention, but I am unsure if I want to know more. | The presentation did not attract me to want to know more about the topic. | /
| Speaking & Enthusiasm     | Presenter demonstrates positive energy about topic during the duration of the presentation. Additionally uses a clear voice, good pace, and no filler words. | Presenter occasionally demonstrates positive energy about topic during the presentation. Additionally uses a clear voice, pace occasionally to fast/slow, and used a few filler words. | Presenter shows little positive energy about topic during the presentation. Additionally uses an unclear voice, pace to fast/slow, and used many filler words. | Presenter shows no positive energy about topic during the presentation. Additionally uses a mumbled voice, pace is extremely to fast/slow, and used a lot of filler words frequently (um, uh). | /
| PowerPoint Slide          | The single PowerPoint slide was legible, concise no misspellings or grammatical errors, and enhanced the presentation | The single PowerPoint slide was legible, somewhat concise, only one misspellings or grammatical errors, and helped the presentation | The single PowerPoint slide was legible, two or more misspellings or grammatical errors and distracted from the presentation. | One or more PowerPoint slide(s) was illegible, many misspellings or grammatical errors, and distracted from the presentation. | /
| **Total**                 |                                                                          |                                                                         |                                                                         |                                                                         | 80    |