

Assessment Rubric  
Ability to Communicate Effectively (Oral Communication Component)

Item being evaluated: \_\_\_\_\_

Person(s) being evaluated: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

	Level of Achievement			Rating
	1 (Below Expectations)	2 (Meets Expectations)	3 (Exceeds Expectations)	
Organization	Audience has difficulty following presentation because of some abrupt jumps; some of the main points and conclusion are unclear.	Satisfactory organization; clear introduction; main points are well stated, even if some transitions are somewhat sudden; clear conclusion.	Superb organization; clear introduction; main points well stated and argued, with each leading to the next point of the talk; clear summary and conclusion.	
Mechanics	Boring slides; numerous mistakes; no real effort made into creating a truly effective presentation; poor participation of team members.	Generally good set of slides; conveys the main points well. Adequate participation of team members.	Very creative slides; carefully thought out to bring out both the main points as well as the subtle issues while keeping the audience interested. Excellent participation of team members.	
Delivery	Low voice, occasionally inaudible; some distracting filler words and gestures; pronunciation not always clear.	Clear voice, generally effective delivery; minimal distracting gestures, but somewhat monotone.	Natural, confident delivery that does not just convey the message but enhances it; excellent use of volume and pace.	
Relating to audience	Occasional eye contact with audience but mostly reads the presentation; some awareness of a least a portion of the audience; only brief responses to questions.	Generally aware of the audience reactions; maintains good eye contact when speaking and when answering questions.	Keeps the audience engaged throughout the presentation; modifies material on-the-fly based on audience questions and comments; keenly aware of audience reactions.	
Total				

Assessment Rubric  
Ability to communicate effectively (Written Communication Component)

Item being evaluated: \_\_\_\_\_

Person(s) being evaluated: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

	Level of Achievement			Rating
	1 (Below Expectations)	2 (Meets Expectations)	3 (Exceeds Expectations)	
Style	Text rambles, key points are not organized, spelling/ grammar errors present throughout more than 1/3 of paper; style is inappropriate for audience, prescribed format is not followed.	Articulates ideas; one or two grammar/ spelling errors per page; prescribed format is followed.	Articulates ideas clearly and concisely, presented neatly and professionally, grammar and spelling are correct, uses good professional style and conforms to prescribed format.	
Organization	Material generally well organized, but paragraphs combine multiple thoughts or section/subsections are not identified clearly.	Organizes material in a logical sequence to enhance reader's comprehension (paragraph structure, subheadings, etc.).	Organizes material in a logical sequence to enhance reader's comprehension (paragraph structure, subheadings, etc.).	
Use of Graphs and Tables	Uses graphs, tables, diagrams, but only in a few instances are they used to support, explain, or interpret information; figures presented are flawed: axes mislabeled, no data points, etc.	Uses graphs, tables, diagrams to support points; to explain, interpret, and assess information; figures are all in proper format.	Uses graphs, tables, diagrams to support points; to explain, interpret, and assess information; figures are all in proper format.	
Total				

Assessment Rubric  
Ability to design and perform quality research

Item being evaluated: \_\_\_\_\_

Person(s) being evaluated: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

	Level of Achievement			Rating
	1 (Below Expectations)	2 (Meets Expectations)	3 (Exceeds Expectations)	
Problem statement and research design	Problem isn't significant or research plan is insufficient to adequately address problem	Problem is significant to research community and research plan is sufficient to address problem	Problem has high level of significance and research plan is thorough and complete in addressing problem	
Research implementation	Research plan was not carried out fully, some aspects of problem not addressed	Research plan was adequately carried out, all primary aspects addressed	Research plan was carried out thoroughly, including both primary and secondary aspects	
Contribution to field	Research work makes marginal contribution to the general research community and others in the field	Research work makes significant contribution that is likely to be of value to others in the field	Research work and results will have very significant impact, and is likely to be of great value to many others in the field	
Dissemination of results	Plan for dissemination is minimal, no conference or journal papers or patents being planned at this time	Clear dissemination plan. Conference papers have been submitted, journal papers or patents are in preparation or submission	Research work has already been disseminated. Journal papers published or in press, patents being filed	
Total				