**Grading rubric for final project presentations**

Spatial Ecology

WILD 7970

36.5/40 points

I’m worried about your “research applications” slide and the fact that you state you can get 100 points on a fish in ~50 minutes. Is this a direct translation of the results from your simulations? In other words, were your simulated fixes 30 seconds apart in time? Also are your simulated home range sizes and movement speeds similar to those of your real fish you’ll encounter? These details are important for extrapolation to your project.

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| **30 points** | **Content and organization** | |
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| 5/5 |  | Introduction outlining the purpose and goals of the presentation |
|  |  |  |
| 4/5 |  | Clear explanation of the research question’s scientific background |
|  |  | It was unclear to me exactly what question you’re going to be trying to tackle now that you have estimates of how frequently to record points on fish. |
|  |  |  |
| 5/6 |  | Adequate description of methods, particularly of tools/principles learned in class |
|  |  | I really wanted to know more about how you arrived at your sigma. Is this based on a specific fish? |
|  |  |  |
| 6/6 |  | Presentation of results that demonstrate your comprehension of tools/principles from class |
|  |  |  |
| 4/5 |  | Analysis and interpretation of your findings in the context of your question and relevant literature |
|  |  | Again, I wanted a question that you relate this back to. Also, see my longer note above. |
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| 3/3 |  | Effective conclusion of take-home message |
|  |  |  |
| **10 points** | **Clarity and delivery** | |
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| 3/3 |  | Use of graphics and figures that enhance understanding |
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| 2/2 |  | Minimal text |
|  |  |  |
|  |  |  |
| 0.5/1 |  | Appropriate pace of delivery (roughly hits the 12-minute mark) |
|  |  | A bit short |
|  |  |  |
| 2/2 |  | Engages with audience to maintain interest (i.e., not reading off the slides or paper) |
|  |  |  |
| 2/2 |  | Answers questions effectively |