PHYS 4195W Assessment Rubric for Research Project Abstract

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|  |  | **Fully achieved**  **3 points** | **Partially achieved**  **2 points** | **Minimally achieved**  **1 point** | **Not achieved**  **0 points** |
| **1a** | Content | Demonstrates full grasp of physics behind the research. | At ease with physics behind the research. | Uncomfortable with physics behind the research. | No grasp of physics behind the research. |
| **1b** | Motivation | Demonstrates full grasp of context and motivation behind the research. | At ease with context and motivation behind the research. | Uncomfortable with context and motivation behind the research. | No grasp of context and motivation behind the research. |
| **1c** | Subject Knowledge | Writing is confident and clearly focused, and holds the reader’s attention. Relevant details enrich writing. | Writes related, quality paragraphs, with some details. | Writing does not clearly communicate knowledge; reader is left with questions. | Writing is very limited in communicating knowledge, with no central theme. |
| **2a** | Organization | Writing includes a strong beginning, middle and end, with clear transitions and a focused closure. | Uses correct writing format; incorporates a coherent closure. | Writing is confused and loosely organized; transitions are weak and closure is ineffective. | Writing is disorganized and underdeveloped, with no transitions or closure. |
| **2b** | Referencing | Internal and external referencing effective and complete, using proper standards. | Many internal and external references, mostly using proper standards. | Few internal and external references, inconsistency in referencing standards. | No internal and external references. |
| **3a** | Vocabulary | Employs effective and engaging word choice. | Employs varied word choice, makes writing interesting. | Employs some varied word choice. | Careless or inaccurate word choice, which obscures meaning. |
| **3b** | Voice | Writes with a distinct voice; writing is well adapted to the audience. | Writes with some voice, and with some understanding of a specific audience. | Writers’ voice shows that sense of audience is vague. | Writers’ voice shows no sense of audience. |
| **3c** | Fluency | Consistent variety of sentence structure throughout writing. | Uses simple compound and complex sentences. | Limited variety in sentence structure; some fragmentation. | No variety in sentence structure; regular fragmentation. |
| **3d** | Conventions | Consistent, effective and creative use of spelling; no errors in mechanics. | Applies basic spelling well; few errors in mechanics. | Some spelling mistakes; some errors in mechanics. | Bad spelling; frequent errors in mechanics. |

PHYS 4195W Assessment Rubric for Research Project Presentation

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|  |  | **Fully achieved**  **3 points** | **Partially achieved**  **2 points** | **Minimally achieved**  **1 point** | **Not achieved**  **0 points** |
| **1a** | Content | Demonstrates full grasp of physics behind the research during the presentation. | At ease with physics behind the research during the presentation. | Uncomfortable with physics behind the research during the presentation. | No grasp of physics behind the research during the presentation. |
| **1b** | Motivation | Demonstrates full grasp of context and motivation behind the research. | At ease with context and motivation behind the research. | Uncomfortable with context and motivation behind the research. | No grasp of context and motivation behind the research. |
| **1c** | Subject Knowledge | Demonstrates full knowledge by answering all questions with explanations and elaboration. | At ease with expected answers to all questions, without elaboration. | Uncomfortable with information and is able to answer only rudimentary questions. | No grasp of information; cannot answer questions about the subject. |
| **2a** | Organization | Presents information in logical, interesting sequence which audience can follow. | Presents information in logical sequence which audience can follow. | Audience has difficulty following presentation because of jumps in the sequence. | Audience cannot understand presentation because there is no sequence of information. |
| **2b** | Communication Aids | Communication aids strongly enhance presentation; font of visuals is readable. | Communication aids contribute to presentation; font of visuals is mostly readable. | Communication aids reasonable but poorly used; fonts of visuals mostly too small to read. | Communication aids are poorly prepared and used inappropriately; font of visuals too small to read. |
| **3a** | Elocution | Uses a clear voice and precise pronunciation of terms so that all audience members can hear presentation. | Clear voice, and most terms are pronounced precisely, so most audience members can hear presentation. | Voice is low and many terms are not pronounced precisely, so audience members have difficulty hearing presentation. | Mumbles, does not pronounces terms precisely, so most audience members do not hear presentation. |
| **3b** | Body Language | Good position/posture; movements seem fluid and help the audience visualize. | Appropriate position/posture; makes movements or gestures that enhance articulation. | Poor position/posture; very little or distracting movement or gestures. | Bad position/posture; no or very distracting movement or gestures. |
| **3c** | Eye Contact | Holds attention of entire audience with the use of direct eye contact, seldom looking at notes. | Consistent with use of eye contact, but occasionally returns to notes. | Displays minimal eye contact with audience, while reading mostly from the notes. | No eye contact with audience, and entire presentation is read from notes. |
| **3d** | Enthusiasm | Demonstrates a strong, positive feeling about topic during entire presentation. | Occasionally shows positive feelings about topic presented. | Shows some negativity toward topic presented. | Shows absolutely no interest in topic presented. |