	Assessment			
Oral Presentation	Benchmark (1)	Milestone (2)	Milestone (3)	Capstone (4)
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.
Interpretation

Ability to explain statistical results within problem context | Attempts to explain information from statistical analyses but draws incorrect conclusions about what the information means. | Provides somewhat accurate explanations of information from statistical analyses, but makes minor errors related to programming or units. | Provides accurate explanations of information from statistical analyses. | Provides accurate explanations of information from statistical analyses. Makes appropriate inferences based on that information. |
| Representation

Ability to convert relevant information into various statistical/data science forms (e.g., equations/models, graphs, tables, words) | Completes conversion of information but resulting statistical portrayal is inappropriate or inaccurate. | Completes conversion of information but resulting statistical portrayal is only partially appropriate or accurate. | Competently converts relevant information into an appropriate and desired statistical portrayal. | Skillfully converts relevant information into an insightful statistical portrayal in a way that contributes to a further or deeper understanding. |
| Application/Analyses

Ability to make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis | Uses statistical analyses of data as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from this work. | Uses statistical analyses of data as the basis for workmanlike (without inspiration or nuance, ordinary) judgments, drawing plausible conclusions from this work. | Uses statistical analyses of data as the basis for competent judgements, drawing reasonable and appropriately qualified conclusions from this work. | Uses statistical analyses of data as the basis for deep and thoughtful judgements, drawing insightful, carefully qualified conclusions from this work. |
| Assumptions

Ability to make and evaluate important assumptions in estimation, modeling, and data analysis | Attempts to describe assumptions. | Explicitly describes assumptions. | Explicitly describes assumptions and provides compelling rationale for why assumptions are appropriate. | Explicitly describes assumptions and provides compelling rationale for why assumptions are appropriate. Shows awareness that confidence in final conclusions is limited by the accuracy of the assumptions. |
| Communication | Presents an argument for which statistical analysis is pertinent, but does not provide support, such as hypotheses. | Uses statistical analyses but does not effectively connect it to the argument or purpose of the work. | Uses statistical analyses in connection with the argument or purpose of the work. Data/analyses may be presented in a less than completely effective format or some parts of the explication may be uneven. | Uses statistical analyses in connection with the argument or purpose of the work, presents it in an effective format, and explicates it with consistently high quality. |

STAT 340: Oral presentation rubric; adapted from Quantitative Literacy and Oral Communication VALUE Rubrics, American Association of Colleges and Universities