

Team 5


Penelope, Sasha.

## BME 260L Oral Presentation Grading Rubric - PBL #1

C+

	Score	Max
<b>Introduction, Background, Motivation</b> <ul style="list-style-type: none"> <li>Introduced self and team &amp; introduce all team members</li> <li>Identified motivation and relevant background for model</li> </ul> <p>motivation often before background.</p> <p>ways ok, found later why pneumonia ~ but of a busy graph.</p>	6	10
<b>Problem Definition, Key Results</b> <ul style="list-style-type: none"> <li>Stated clear goal(s) of model OK.</li> <li>Presented summary of key results early in talk</li> </ul> <p>had #s.</p>	3	5
<b>Model Description</b> <ul style="list-style-type: none"> <li>Clearly presented conceptual/representational multi-component model w/diagram</li> <li>Described chemical components ✓</li> <li>Key mathematical equations that describe system</li> <li>Stated assumptions clearly</li> </ul> <p>fine</p> <p>read a frantic</p> <p>walked thru well enough</p> <p><del>not freckle water but adding</del></p> <p>did define variables, if inconsistent in font</p> <p>hard-variables</p> <p>Qs not parse-able.</p> <p>little to distance not super clear, but it is there</p>	10	15
<b>Model Results</b> <ul style="list-style-type: none"> <li>Showed numerical values for rates of flow, chemical reaction, concentrations, etc. for selected chemical components (table, graph or other visuals).</li> <li>Focused on important aspects</li> </ul> <p>don't know what to do w/ calculated #s (slide 13)</p> <p>didn't show that "healthy condition works"</p> <p>healthy vs extreme p17 ~ good idea, but not clear</p> <p>walked thru graphs ok</p> <p>slide 23 is unusable.</p> <p>slide 24 - % don't make sense.</p>	12	20

out of order.

<b>Evaluation and Conclusion</b> <ul style="list-style-type: none"> <li>Identified appropriate strengths and weaknesses of model</li> <li>Summarized implications for work → really just restated conclusions</li> <li>Planned a conclusion <ul style="list-style-type: none"> <li>dead space weakness contradicted your results (maybe?)</li> <li>liter value needs reference. [no calcs!]</li> <li>another implication → actually a weaknesses</li> </ul> </li> </ul>	2	5
<b>Visuals</b> <ul style="list-style-type: none"> <li>Informative slide titles</li> <li>Appropriate number of words and items on slides</li> <li>Used font sizes/images that could be seen easily</li> <li>Background did not interfere with diagrams or text</li> <li>High quality figures, tables, diagrams</li> <li>Colors were easy to view</li> </ul> <p> - ↓ font size of references.  - no double titles.  - lines on graph should go   - don't underline titles  - hand-written signs not OK to on talk (OK for Appendix) </p>	10	20
<b>Delivery</b> <ul style="list-style-type: none"> <li>Avoided fillers such as "uhm" "like" "you know"</li> <li>Looked at all portions of audience</li> <li>Did not read to audience much from screen</li> <li>Used hand gestures effectively</li> <li>Appeared confident and enthusiastic</li> </ul> <p> S: looked at screen; turn body to audience  P: spoke clearly &amp; loudly  S: don't cross arms. </p>	15	20
<b>Question and Answer Period</b> <p> Q1 - try to repeat; same Q2.  - answers OK  - too much slide flipping </p>	3	5
<b>TOTAL</b>		100

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<b>Introduction, Background, Motivation</b> <ul style="list-style-type: none"> <li>Introduced self and team. ✓</li> <li>Identified motivation and relevant background for model</li> </ul>		10
<b>Problem Definition, Key Results</b> <ul style="list-style-type: none"> <li>Stated clear goal(s) of model</li> <li>Presented summary of key results early in talk</li> </ul>		5
<b>Model Description</b> <ul style="list-style-type: none"> <li>Clearly presented conceptual/representational multi-component model w/diagram</li> <li>Described chemical components</li> <li>Key mathematical equations that describe system</li> <li>Stated assumptions clearly</li> </ul>		15
<b>Model Results</b> <ul style="list-style-type: none"> <li>Showed numerical values for rates of flow, chemical reaction, concentrations, etc. for selected chemical components (table, graph or other visuals).</li> <li>Focused on important aspects</li> </ul> <p>% change table would be better as bar graph</p>		20

<b>Evaluation and Conclusion</b> <ul style="list-style-type: none"> <li>Identified appropriate strengths and weaknesses of model ✓</li> <li>Summarized implications for work</li> <li>Planned a conclusion</li> </ul>		5
<b>Visuals</b> <ul style="list-style-type: none"> <li>Informative slide titles</li> <li>Appropriate number of words and items on slides</li> <li>Used font sizes/images that could be seen easily</li> <li>Background did not interfere with diagrams or text</li> <li>High quality figures, tables, diagrams</li> <li>Colors were easy to view</li> </ul> <p><i>Eg's would be easier to read if typed instead of hand-written</i></p>		20
<b>Delivery</b> <ul style="list-style-type: none"> <li>Avoided fillers such as "uhm" "like" "you know"</li> <li>Looked at all portions of audience</li> <li>Did not read to audience much from screen</li> <li>Used hand gestures effectively</li> <li>Appeared confident and enthusiastic</li> </ul> <p><i>Some parts mispoken</i></p> <p><del>Delivery</del> <i>monotone</i></p>		20
<b>Question and Answer Period</b>		5
<b>TOTAL</b>		100

Pneumonia - Trainer, North Abramo, Yampolsky, Mehrotra, Bendley

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<b>Introduction, Background, Motivation</b> <ul style="list-style-type: none"> <li>Introduced self and team</li> <li>Identified motivation and relevant background for model</li> </ul> <p>not too generic, pretty generic, <math>\neq</math> pneumonia, when but comes late</p>	✓	10
<b>Problem Definition, Key Results</b> <ul style="list-style-type: none"> <li>Stated clear goal(s) of model <math>\leftarrow \neq</math> clear</li> <li>Presented summary of key results early in talk</li> </ul> <p>nice numerical results</p>	✓	5
<b>Model Description</b> <ul style="list-style-type: none"> <li>Clearly presented conceptual/representational multi-component model w/diagram</li> <li>Described chemical components ✓</li> <li>Key mathematical equations that describe system</li> <li>Stated assumptions clearly ✓</li> </ul> <p> <math>\rightarrow</math> would be pref. left <math>\rightarrow</math> right              - why does <math>i_{in}</math> ATP gas levels in sys balance?              - what's math rel'n of port/out fluid prod?              - <math>i_{in} = i_{out}</math> confuses, <math>\neq</math> conserve mass <math>\rightarrow</math> in rel'n           </p>	✓	15
<b>Model Results</b> <ul style="list-style-type: none"> <li>Showed numerical values for rates of flow, chemical reaction, concentrations, etc. for selected chemical components (table, graph or other visuals).</li> <li>Focused on important aspects</li> </ul> <p>             - expired air variation looks very small              - why does <math>CO_2</math> change sig. more vs. <math>O_2</math> if  <math>i_{in} CO_2 = i_{in} CO_2</math> </p>	✓	20

<b>Evaluation and Conclusion</b> <ul style="list-style-type: none"> <li>Identified appropriate strengths and weaknesses of model ✓</li> <li>Summarized implications for work ✓ <i>lit. match for healthy vs. premenopausal?</i></li> <li>Planned a conclusion <i>more like m.o.v. rather than how model changes understanding</i></li> </ul>	✓	5
<b>Visuals</b> <ul style="list-style-type: none"> <li>Informative slide titles <i>← pretty generic</i></li> <li>Appropriate number of words and items on slides</li> <li>Used font sizes/images that could be seen easily ✓</li> <li>Background did not interfere with diagrams or text ✓</li> <li>High quality figures, tables, diagrams</li> <li>Colors were easy to view ✓ <i>→ non-O stat on y-axis needs more space. axis titles</i></li> </ul>	✓	20
<b>Delivery</b> <ul style="list-style-type: none"> <li>Avoided fillers such as "uhm" "like" "you know" <i>← have decent amount of filler</i></li> <li>Looked at all portions of audience</li> <li>Did not read to audience much from screen</li> <li>Used hand gestures effectively</li> <li>Appeared confident and enthusiastic <i>→ proj. well</i></li> </ul>	✓	20
<b>Question and Answer Period</b>  <i>can coord. answers more</i>	✓	5
<b>TOTAL</b>		100