<table>
<thead>
<tr>
<th>Dimension</th>
<th>1 Undeveloped (Unaware, no evidence of exposure)</th>
<th>2 Developing (Some ability, awareness or exposure)</th>
<th>3 Competent (Knowledge or skill level is acceptable)</th>
<th>4 Mastery (Exemplary performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>O1: Technical Content</strong></td>
<td>Depth • No reference to relevant literature, theories, or technical knowledge</td>
<td>Depth • Explanation or application of theories or concepts are inaccurate or incomplete • No attempt to tie theory to practice</td>
<td>Depth • Explns of concepts &amp; applications of theory or concepts are accurate, only minor problems • Some helpful examples are offered</td>
<td>Depth • Accurate &amp; complete explanation of main concepts, and theories • Applications included to illuminate issues and demonstrate real insight</td>
</tr>
<tr>
<td></td>
<td>Accuracy • Presentation is thoroughly riddled with errors and inaccuracies • Thoroughly unreliable as source of information</td>
<td>Accuracy • Knowledgeable listener is distracted by errors and inaccuracies • Presentation might be useful if one could determine reliable info</td>
<td>Accuracy • No significant errors. • Any errors made are the result of nervousness or oversight</td>
<td>Accuracy • Information included is consistently accurate</td>
</tr>
<tr>
<td><strong>O2: Organization &amp; Structure</strong></td>
<td>Introduction • Intro, if present, is brief • Topic or purpose of talk is omitted</td>
<td>Introduction • Introduces topic but does not fully capture attention • Purpose not clearly stated • Abrupt shift to body</td>
<td>Introduction • Captures attention • Statement of purpose • Explicit transition to body</td>
<td>Introduction • Creatively captures attention • Clear statement of purpose • Smooth transition</td>
</tr>
<tr>
<td></td>
<td>Body • Clearly unorganized, speaker rambles • Difficult if not impossible to understand due to shifts in topic</td>
<td>Body • Main points, while present, are difficult to identify • This lack of organization hinders understanding</td>
<td>Body • Easy to follow but some points may not be completely clear and/or clearly prioritized</td>
<td>Body • Makes main points clear (e.g., defining a problem, methods for solving, results, etc.) • Logically organized, fully prioritized, clear, and easy to understand</td>
</tr>
<tr>
<td></td>
<td>Topic Development • Supporting material, if present, is clearly insufficient and/or inappropriate</td>
<td>Topic Development • Some supporting material is inappropriate and/or significantly lacking in development</td>
<td>Topic Development • Supporting material relevant but may be lacking in originality or some minor problems concerning adequate development</td>
<td>Topic Development • Pts. emphasized in proportion to import. • Supporting material is original, logical, and relevant.</td>
</tr>
<tr>
<td></td>
<td>Conclusion • Undeveloped, fails to summarize the talk, poorly connected to body of talk, etc.</td>
<td>Conclusion • Abrupt and/or inadequate summary of presentation</td>
<td>Conclusion • Summarizes talk clearly • Presents final thoughts or suggestions</td>
<td>Conclusion • Summarizes talk (e.g., relates result to the orig. problem) clearly and concisely • Offers memorable final thought or message</td>
</tr>
<tr>
<td><strong>O3 Multimedia</strong></td>
<td>• No aids are used or if used seriously detract from the message • Aids, if used are of consistently poor quality (e.g., too much info, unimportant info highlighted, font too small, etc.)</td>
<td>• Insufficient • Most aids used are superfluous and/or distracting • The aids are of inconsistent quality</td>
<td>• Multimedia aids are related to the content of presentation and generally enhance message • Quality of aids are consistently good</td>
<td>• Creative, well integrated, and enhance the message • High quality (vivid, simple, complete, easy to comprehend, minor or no errors, font size appropriate, details minimized to highlight main points, etc.)</td>
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</tbody>
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*Continued*
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<tr>
<td><strong>O4: Delivery &amp; Presentation Skills</strong></td>
<td><strong>Verbal</strong></td>
<td><strong>Verbal</strong></td>
<td><strong>Verbal</strong></td>
<td><strong>Verbal</strong></td>
</tr>
<tr>
<td></td>
<td>• No pacing or pace interferes w. understanding, mumbling, serious mispronunciations, and overall disjointed and/or monotonous pres.</td>
<td>• Uneven rate, unclear and/or trembling voice, mispronunciation of terms, and little or no expression</td>
<td>• Steady pace, clear voice, minimal pronunciation problems, and stiff presentation or excessively rehearsed.</td>
<td>• Pace varies effectively to emphasize points, dynamic voice that enhances message, precise pronunciation of terms, fluid, confident.</td>
</tr>
<tr>
<td></td>
<td>Non-Verbal</td>
<td>Non-Verbal</td>
<td>Non-Verbal</td>
<td>Non-Verbal</td>
</tr>
<tr>
<td></td>
<td>• No eye contact</td>
<td>• Little or no eye contact</td>
<td>• Some effective eye contact</td>
<td>• Good eye contact</td>
</tr>
<tr>
<td></td>
<td>• Posture terrible and facial expressions inappropriate</td>
<td>• Poor posture</td>
<td>• Posture, facial expressions, gestures, and movements do not detract from the presentation</td>
<td>• Posture and facial expressions indicate confidence/willingness to communicate</td>
</tr>
<tr>
<td></td>
<td>• Gestures and movements excessive and seriously distracting</td>
<td>• Inappropriate facial expressions</td>
<td>• Gestures and movements distracting</td>
<td>• Gestures and movements enhance overall presentations</td>
</tr>
<tr>
<td></td>
<td>• Reading str. from notes</td>
<td>• Over dependence on notes</td>
<td>• Over development on notes</td>
<td></td>
</tr>
<tr>
<td><strong>O5: Presentation Length</strong></td>
<td><strong>Time - Exceeded</strong></td>
<td><strong>Time - Exceeded</strong></td>
<td><strong>On-time</strong></td>
<td><strong>On-time</strong></td>
</tr>
<tr>
<td></td>
<td>• Significantly longer than allotted time</td>
<td>• Somewhat longer than allotted time</td>
<td>• Minor or no deviations from time limit</td>
<td>• Minor or no deviations from allotted time</td>
</tr>
<tr>
<td></td>
<td>• Too much extraneous information and/or relevant topics overly developed given the time</td>
<td>• Some extra information included and/or relevant topics developed a little beyond what is necessary</td>
<td>• Problems with over or underdevelopment of topic are minor</td>
<td>• Topic is appropriately developed in a coherent fashion with essential, relevant information.</td>
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<tr>
<td></td>
<td>• Excess use of time may also be due to delivery problems caused by little or no rehearsal</td>
<td>• Excess use of time may also be due to delivery problems resulting from lack of practice</td>
<td>• Some minor, awkward or inappropriate manipulation of delivery to meet time constraints – Examples might include rushing the talk, skipping through slides, etc.</td>
<td>• No awkward manipulation of delivery to meet time constraints of the presentation</td>
</tr>
<tr>
<td></td>
<td><strong>Time - Underutilized</strong></td>
<td><strong>Somewhat shorter</strong></td>
<td><strong>Somewhat shorter</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Significantly shorter</td>
<td>• Missing some essential information for adequate topic development within the given time constraints.</td>
<td>• Missing some essential information for adequate topic development within time constraints</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Lacking much essential information for adequate topic development within the given time constraints.</td>
<td>• Alternatively, time problem may be due to lack of practice.</td>
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<tr>
<td></td>
<td>• Again, problems may be due to lack of rehearsal, e.g. talking too fast.</td>
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<tr>
<td><strong>O6: Questions</strong></td>
<td><strong>Unable to answer even rudimentary questions</strong></td>
<td><strong>Uncomfortable with information</strong></td>
<td><strong>Comfortable control of content</strong></td>
<td><strong>Clear mastery</strong></td>
</tr>
<tr>
<td></td>
<td>• Only able to answer the most basic questions</td>
<td>*</td>
<td>• Able to provide some examples, elaboration, and explanations</td>
<td>*</td>
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<td></td>
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