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| Diagram  Description automatically generated | **Chem-CU Graduate Symposium** |

**Rubric for Assessment of Poster and Oral Presentation**

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| --- | --- | --- | --- |
| **Attribute** | **“D”**  **Does Not Meet Expectations** | **“M”**  **Meets Expectations** | **“E”**  **Exceeds Expectations** |
| Overall quality of presentation | Fail “M” | The presentation must have **at least 5** of the following qualities:   * Easy to see/read * Good sequence * Correct citations * Well prepared * Easy to hear (loud voice) * Non-monotonic * Good usage of language | **“M”** and **one** of the followings:   * Show excellent presentation skill * Show good command of English during presentation (for non-native English speakers) |
| Quality of response to questions | Fail “M” | * Give constructive arguments and/or sound responses * Demonstrate adequate knowledge in their subject area | **“M”** and **all** of the followings:   * Arguments are well organized * Responses are complete and given in a timely manner * Answers are non-trivia and well-theorized |
| Overall quality of science | Fail “M” | * Work shows certain degrees of creativity and originality * Experiment is well designed | * Work is creative and novel * Work exhibits mastery of subject |

**Criteria for Overall Assessment**

* **Very good:** have 3 “Exceeds Expectations”
* **Good:** have 2 “Exceeds Expectations”
* **Pass:** have no more than 2 “Does Not Meet Expectations”
* **Fail:** have 3 “Does Not Meet Expectations”

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**Rubric for Assessment of Extended Abstract**

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| --- | --- | --- | --- |
| **Attribute** | **Poor/Lacking** | **Fair** | **Good** |
| **Overall** |  |  |  |
| * Use of language | * Incorrect grammar, many typos, difficult to follow | * Understandable, some grammatical mistakes | * Easy to follow, minor grammatical mistakes |
| * Punctuation | * Late submission | - | * Submit in time |
| * Coherence | * All components of the abstract are not relevant | - | * All components of the abstract are relevant |
| **Introduction** | **No** research problems/significance | Research problems/significance and objectives are not clearly stated | Research problems/significance are addressed and objectives are clearly stated |
| **Methodology** | **Not** clearly explained | - | Clearly explained |
| **Results and Discussion** | The study results **do not** logically follow the described methods | The study results follow the described methods **without** scientific explanation | The study results logically follow the described methods with scientific explanation |
| **Conclusions** | unclearly explained, not relevant to the objective(s) and data presented, restate results | clearly explained, based on the objective(s) and data presented | clearly explained, based on the objective(s) and data presented, describe the contribution to the field |
| **References** | No reference | Formatting inconsistency | Same format throughout |