

KEYNOTE: CONTENT	7 - 6 - 5 All content is pertinent. Thorough discussion of experiment and research. Flows well with oral presentation.	4 - 3 Most content is pertinent. Less thorough discussion of experiment and research. Generally flows well with oral presentation.	2 - 1 - 0 Content is confusing or contains impertinent information. Little discussion of research and experiment. Does not flow well with oral presentation.
KEYNOTE: DESIGN	7 - 6 - 5 Background is appropriate for topic and not distracting. Font formats enhance readability and content. All graphics support the theme and content of the presentation.	4 - 3 Background is less appropriate for topic and minimally detracts from text or other graphics. Font format is less enhancing making it more difficult to read. Not all graphics support the theme and content of the presentation.	2 - 1 - 0 Background is inappropriate and detracts from text and other graphics. Font format makes it very difficult to read material. Graphics do not support the content of the presentation.
KEYNOTE: SEQUENCING	5 - 4 Information organized in a clear logical way. Smooth transition and timing. easy to anticipate material on next slide.	3 - 2 Most information is organized in a clear logical way. Less smooth transition and timing. Information is out of sequence.	1 - 0 Little or no clear plan for the organization of information.
KEYNOTE: ORIGINALITY	5 - 4 Presentation shows originality. Use of pictures, video and sound enhance content in a unique and interesting way.	3 - 2 Presentation shows an attempt at originality. Decreased use of pictures, video, and sound to enhance content. Ideas are presented in an interesting way.	1 - 0 Presentation shows very little originality. Appears to have followed a template.
KEYNOTE: GRAMMAR AND SPELLING	2 Presentation has no spelling or grammatical errors.	1 Presentation has a few spelling or grammatical errors.	0 Presentation has many spelling and grammatical errors.
PRESENTATION QUALITY	5 - 4 Clear presentation; concisely summarizes project. All information is relevant and pertinent.	3 - 2 Information is adequate, but presentation is difficult to follow.	1 - 0 Information is inadequate, irrelevant, and unclear.
PRESENTATION DYNAMICS: EYES, BODY, AND VOICE	5 - 4 Speaks fluently and loudly with consistent pacing and good eye contact. Is polite, dynamic, and interested in their project. Appropriate use note cards and slides. Poised and confident.	3 - 2 Speaks loudly and clearly most of the time with less consistent pacing. Moderate eye contact with heavy use of note cards and slides. Polite and interested. Shows some poise and confidence.	1 - 0 Mumbles with poor volume and extremely poor pacing. Little to no eye contact. Reads directly from note cards and slides. Lacks poise and confidence.
RESULTS	5 - 4 Results are organized properly in tables or graphs and can easily be read by someone not familiar with topic.	3 - 2 Results are organized in tables or graphs but are not properly done or difficult to understand.	1 - 0 Results are not present or unacceptable.
CONCLUSION	5 - 4 Thorough description and discussion of results, refers to purpose and hypothesis, and meaningful reflection: measurement error and future study	3 - 2 Less thorough description and discussion of results, refers to purpose and hypothesis, and Less meaningful reflection; measurement error and future study.	1 - 0 NO discussion of results, NO reflection; measurement error or future suggestions have been made.
KNOWLEDGE GAINED: RESEARCH	5 - 4 Demonstrates a thorough knowledge of research topics through presentation and ability to answer inquiry questions.	3 - 2 Demonstrates adequate knowledge of research topics through presentation and ability to answer inquiry questions.	1 - 0 Demonstrates minimal knowledge of research topics through presentation and ability to answer inquiry questions.
KNOWLEDGE GAINED: SCIENTIFIC SKILLS	5 - 4 Demonstrates a thorough understanding of scientific process through presentation and ability to answer inquiry questions.	3 - 2 Demonstrates adequate understanding of scientific process through presentation and ability to answer inquiry questions.	1 - 0 Demonstrates minimal understanding of scientific process through presentation and ability to answer inquiry questions.

