

Research Proposal Presentation (Oral and Written)

**Research Proposal Presentation (Oral and Written) (rev. 10/18)**

Student \_\_\_\_\_ Date \_\_\_\_\_ Committee Member \_\_\_\_\_

Student Learning Outcome		SCORE	SCALE
SLO 3 Written skills <sup>1</sup>	Context and purpose		<b>4 = Exemplary</b> <b>3 = Proficient</b> <b>2 = Marginal</b> <b>1 = Unacceptable</b>
	Content development		
	Conventions		
	Sources and evidence		
	Syntax and mechanics		
	<b>SLO 3 Written skills<sup>1</sup></b>	<b>SUM</b>	
Student Learning Outcome		SCORE	SCALE
SLO 3 Oral presentation skills <sup>2</sup>	Organization		<b>4 = Exemplary</b> <b>3 = Proficient</b> <b>2 = Marginal</b> <b>1 = Unacceptable</b>
	Language		
	Delivery		
	Supporting material		
	Central message		
	<b>SLO 3 Oral presentation skills<sup>2</sup></b>	<b>SUM</b>	
Student Learning Outcome		SCORE	SCALE
SLO 4 –M.S. SLO 5 – PhD Critical thinking and application of inquiry and analysis <sup>3</sup>	Clear statement of research problem and motivation		<b>4 = Exemplary</b> <b>3 = Proficient</b> <b>2 = Marginal</b> <b>1 = Unacceptable</b>
	Value of research demonstrated		
	Knowledge of literature		
	Well-defined hypotheses or objectives		
	Sound methods/tools		
	<b>SLO 4 –M.S. SLO 5 – PhD Critical thinking</b>	<b>SUM</b>	

SLO 3 (oral communication skills) = \_\_\_\_\_ (maximum 20, minimum 5)

SLO 3 (written communication skills) = \_\_\_\_\_ (maximum 20, minimum 5)

SLO 4 (M.S.) or 5 (PhD) (critical thinking ability) = \_\_\_\_\_ (maximum 20, minimum 5)

<sup>1</sup> Taken from Written Communication VALUE Rubric – Association of American Colleges and Universities

<sup>2</sup> Taken from Oral Communication VALUE Rubric - Association of American Colleges and Universities

<sup>3</sup> Taken from Inquiry and Analysis VALUE Rubric - Association of American Colleges and Universities

**Additional comments:**

**SLO Achievement:** These scores do not determine whether the student passes or fails the research proposal presentation. They are for the student and supervisor's information to determine areas of strength and weakness that can be remedied before the conduct of the research and completion of the thesis or dissertation. All committee members should fill out a form and copies should be delivered to the Graduate Coordinator's office for deposit in the student's file. Supervisory committee chair - please share the results of this evaluation with your student, either summarizing their strengths/weaknesses or showing the individual score sheets.

**Rubric for scoring**

<b>Student Learning Outcome</b>		<b>4 - Exemplary</b>	<b>3 - Proficient</b>	<b>2- Marginal</b>	<b>1 - Unacceptable</b>
<b>SLO 3</b>  Written skills <sup>1</sup>  (max. 20 points, min. 5 points)	<b>Context and purpose</b>	<input type="checkbox"/> Demonstrates a thorough understanding of context, audience, and purpose that focuses all elements of the work.	<input type="checkbox"/> Demonstrates adequate consideration of context, audience and purpose, and a clear focus of the work.	<input type="checkbox"/> Demonstrates awareness of context, audience, and purpose of the work.	<input type="checkbox"/> Does not demonstrate attention to context, audience, and purpose of the work.
	<b>Content development</b>	<input type="checkbox"/> Consistently uses appropriate, relevant and compelling content to illustrate mastery of the subject, conveying the writer’s understanding.	<input type="checkbox"/> Consistently uses appropriate, relevant, and compelling content to explore ideas within the subject.	<input type="checkbox"/> Use appropriate and relevant content to develop and explore ideas throughout most of the work.	<input type="checkbox"/> Does not use appropriate and relevant content to develop simple ideas in some parts of the work.
	<b>Conventions</b>	<input type="checkbox"/> Detailed attention to and successful execution of all conventions specific to the discipline (organization, content, presentation, formatting, style)	<input type="checkbox"/> Consistent use of important conventions specific to the discipline.	<input type="checkbox"/> Follows expectations appropriate for specific discipline for organization, content and presentation.	<input type="checkbox"/> Does not use a consistent system for basic organization and presentation.
	<b>Sources and evidence</b>	<input type="checkbox"/> Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate.	<input type="checkbox"/> Demonstrates consistent use of credible, relevant sources to support ideas.	<input type="checkbox"/> Demonstrates an attempt to use credible and/or relevant sources to support ideas.	<input type="checkbox"/> Does not use sources to support ideas.
	<b>Syntax and mechanics</b>	<input type="checkbox"/> Uses language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	<input type="checkbox"/> Uses straightforward language that generally conveys meaning to readers and has few errors.	<input type="checkbox"/> Uses language that generally conveys meaning to readers with clarity but may include errors.	<input type="checkbox"/> Uses language that sometimes impedes meaning because of errors in usage.

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<b>SLO 3</b> Oral presentation skills <sup>2</sup> (max. 20 points, min. 5 points)	<b>Organization</b> (specific introduction and conclusion, sequence of material in body, and transitions)	<input type="checkbox"/> Organizational pattern is clearly and consistently observable, is skillful, and makes the content of the presentation cohesive	<input type="checkbox"/> Organizational pattern is clearly and consistently observable	<input type="checkbox"/> Organizational pattern is intermittently observable	<input type="checkbox"/> No organizational pattern observable
	<b>Language</b>	<input type="checkbox"/> Language choices enhance the effectiveness of the presentation and are appropriate for the audience.	<input type="checkbox"/> Language choices generally support the effectiveness of the presentation and are appropriate for the audience.	<input type="checkbox"/> Language choices partially support the effectiveness of the presentation and are appropriate for the audience.	<input type="checkbox"/> Language choices are unclear and minimally support the effectiveness of the presentation and are not appropriate for the audience.
	<b>Delivery</b> (posture, use of pointer, eye contact, vocal expressiveness)	<input type="checkbox"/> Delivery techniques make the presentation compelling, and speaker appears polished and confident.	<input type="checkbox"/> Delivery techniques make the presentation interesting and speaker appears comfortable.	<input type="checkbox"/> Delivery techniques make the presentation understandable, and speaker appears tentative.	<input type="checkbox"/> Delivery techniques detract from the understandability of the presentation and speaker appears uncomfortable.
	<b>Supporting material</b> (explanations, examples, illustrations, figures, photos, diagrams, statistics)	<input type="checkbox"/> A variety of supporting materials makes appropriate reference to information or analysis that significantly supports the presentation.	<input type="checkbox"/> Supporting materials make appropriate reference to information or analysis that generally supports the presentation.	<input type="checkbox"/> Supporting materials make appropriate reference to information or analysis that partially supports the presentation.	<input type="checkbox"/> Insufficient supporting materials make reference to information or analysis that minimally supports the presentation.
	<b>Central message</b>	<input type="checkbox"/> Central message is compelling (strongly stated, appropriately repeated, memorable and strongly supported).	<input type="checkbox"/> Central message is clear and consistent with the supporting material.	<input type="checkbox"/> Central message is basically understandable but is not often repeated or is not memorable.	<input type="checkbox"/> Central message can be deduced, but is not explicitly stated in the presentation.

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<p><b>SLO 4 –M.S.</b> <b>SLO 5 – PhD</b></p> <p>Critical thinking and application of inquiry and analysis<sup>3</sup> (max. 20 points, min. 5 points)</p>	Has stated the research problem clearly, providing motivation for undertaking the research	<input type="checkbox"/> Clear statement of the research problem with well stated associated rationale	<input type="checkbox"/> Statement of research problem with associated rationale	<input type="checkbox"/> Unclear statement of research problem OR rationale for undertaking the research is not well developed	<input type="checkbox"/> Unclear statement of research problem AND rationale for undertaking the research is not well developed
	Demonstrated the potential value of solution to the research problem in advancing knowledge within the area of study	<input type="checkbox"/> Clearly states the value of the proposed research	<input type="checkbox"/> States the value of proposed research	<input type="checkbox"/> Recognizes the value of the research but didn't state explicitly	<input type="checkbox"/> Doesn't recognize the potential value of the proposed research
	Demonstrates sound knowledge of literature in the area, and of prior work on the specific research problem	<input type="checkbox"/> Synthesizes in-depth information from relevant sources representing various points of view/approaches	<input type="checkbox"/> Presents in-depth information from relevant sources presenting various points of view/approaches	<input type="checkbox"/> Presents information from relevant sources representing limited points of view/approaches	<input type="checkbox"/> Presents information from irrelevant sources representing limited points of view/approaches
	Planned research is creative and original with well-defined hypotheses or objectives	<input type="checkbox"/> Highly creative and original with well-defined hypotheses or objectives	<input type="checkbox"/> Somewhat creative and original with well-defined hypotheses or objectives	<input type="checkbox"/> Research not very creative and original OR hypotheses or objectives not well-defined	<input type="checkbox"/> Research neither creative nor original AND hypotheses or objectives not well-defined
	Has proposed sound state-of-the field	<input type="checkbox"/> All elements of the methodology are skillfully developed. Appropriate methodology may be	<input type="checkbox"/> Critical elements of the methodology are appropriately developed, however, more subtle	<input type="checkbox"/> Critical elements of the methodology are missing, incorrectly developed, or unfocused	<input type="checkbox"/> Design of experiments demonstrates a misunderstanding of the methodology

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	research methods/tools to solve the defined problem and has described the methods/tools effectively	synthesized from across disciplines or from relevant sub-disciplines	elements are ignored or unaccounted for		
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