

Department of Geosciences Dr. K.S. McNeal
Biogeochemical Cycles and Processes
Spring 2009

Presentation Rubric

SCORE (0-20)	Rubric Category	Expectations
	Biogeochemical Relevance and Completion of Assignment	Did the student choose a relevant biogeochemical paper? Did they provide a copy of the paper 1 week beforehand? Did they complete the journal review form for their presentation and the other student presenters in the class? Did the presentation last at least 10min. in length? Did they choose an adequate length peer-reviewed paper (or did they receive permission if not)?
	Presentation Clarity and Organization	Does the student present the material coherently and in an organized fashion? Are they prepared? Do they have a presentation that is readable and easily understood? Do they include figures and tables from the research paper as needed? Do they engage the audience?
	Content Understanding	Does the student understand the content of the paper? Do they attempt to explain the scientific issues of the paper? Do they explain the biogeochemical processes that occur in the system researched? Do they examine the introduction, hypothesis/research goals, experimental design/methods, and results (If a review paper, the student should thoroughly discuss the background and the biogeochemical processes, and the areas of research that is yet needed in the field and/or the current directions of the field)?
	Discussion	Do they discuss potential implications and future work of the project? Do they discuss potential strengths and weaknesses of the paper? Are they prepared to answer questions about the paper? Does the student ask questions of others presenting in the class and engage in the class discussions as presenter and spectator?
	Peer feedback	Are the average scores from the audience good or poor? Does the audience note obvious weaknesses/strengths in the presentation? Are there points of concern/confusion from the audience?

TOTAL: _____ (Out of 100)