MICS Oral Presentation Rubric Update

Criteria	Outstanding	High Satisfactory	Low Satisfactory	Unsatisfactory
Command of background material	☐ Clearly knows material and key facts by memory	☐ Clearly knows key facts with a few memory slips	☐ Reads some information; knows some facts from memory	☐ Reads sentences from slides
	☐ Expands on PPT slides	☐ Some expansion on PPT slides	☐ No expansion of PPT slide content	☐ Dependent on notes
	☐ Content appropriate for audience	☐ Partial audience adaptation of content	☐ Little audience adaptation of content	☐ Lacks audience adaptation of content
Organization	☐ Clear and concise outline	☐ Clear outline	☐ Some sense of outline	☐ No clear outline
	☐ Relevant graphics and key text items on slides	☐ Too much information on slides (not concise)	☐ Too much detailed information on slides	☐ Slides are in paragraphed; too much detailed information on one slide
	☐ Presentation length is +/- 30 seconds of time limit	☐ +/- 1 minute of time limit	☐ +/- 1:30 of time limit	☐ +/- 2 minutes of time limit
Oral Presentation skills	☐ Clearly has practiced several times; smooth transitions	☐ Has practiced but transitions are not smooth	☐ Has practiced presentation but cannot verbally make transitions between slides	☐ Clearly did not practice presentation; Does not anticipate content of next slide
	☐ Engages audience in content at least twice and engagement is well connected to talk (questions, examples, etc)	☐ Engages audience at least once in content (questions, examples, etc.) and engagement is well connected to the talk.	☐ Audience engagement at least once with content (questions, examples, etc.) but it is not well connected to the talk.	☐ No audience involvement
	☐ Free of disfluencies (ah, uhm)	☐ A few disfluencies (ah, umh, er)	☐ Many disfluencies (ah, umh, er)	☐ Disfluencies (ah, umh, er) detract from presentation
	☐ Is clearly heard in the room and uses inflection for emphasis	☐ Can be understood most of the time and uses some inflection	☐ Can sometimes be understood and uses little inflection	☐ Can not be heard and/or speaks in a monotone
	☐ Engaged audience through eye contact	☐ Some engagement of audience through eye contact	☐ Infrequent eye contact	☐ Little audience awareness or eye contact
	☐ Engaged audience through gestures	☐ Some engagement of audience through gestures	☐ Distracting gestures or mannerisms	☐ Frequent distracting gestures or mannerisms
Use of Presentation Tools	☐ PPT background is matched to content, legible font, seamless transitions	☐ Appropriate PPT slide backgrounds, transitions & font	☐ Distracting PPT slide backgrounds and transitions, font hard to read	☐ No attention given to PPT slide backgrounds and transitions, font illegible
	☐ Graphics imbedded and matched to topic, necessary hyperlinks work	☐ Most graphics imbedded and matched to topic, most necessary hyperlinks work	☐ Some inappropriate graphics or use of PPT embellishments, necessary hyperlinks don't work	☐ Distracting use of embellishments, graphics not connected to topic
Ability to field questions	☐ Able to answer questions clearly and without hesitation and prepared material to answer anticipated questions	☐ Can answer all questions with some hesitation	☐ Able to answer half of the questions with hesitation	☐ Unable to answer any questions

Written Report Rubric

Criteria	Outstanding	High Satisfactory	Low Satisfactory	Unsatisfactory
Bibliography and supporting documents	☐ Multiple references from distinct reputable sources	☐ Most references from distinct reputable sources	☐ Some references from reputable sources	☐ No bibliography or all references from untrusted sites on the internet
	☐ References cited in the body of the document	☐ Some citation of references in the body of the document	☐ Limited citation of references in the body of the document	☐ No citation of references in the body of the document
Organization	☐ Conveys a central theme with all ideas connected, arrangement of ideas clearly related to topic	☐ Conveys a central idea or topic with some ideas connected to the topic	☐ Attempts to focus on an idea or topic with many ideas not connected to the topic	☐ Has little or no focus on central idea or topic
	☐ Clear introduction, body (with sections), and conclusion includes summary and closure	☐ Includes introduction, body and conclusion	☐ Introduction, body, conclusion detectable but not clear	☐ Introduction, body or conclusion absent
	☐ Includes both an abstract and table of contents	☐ Includes abstract and table of contents (one partial and one complete)	☐ Includes partial abstract and partial table of contents	☐ No abstract or table of contents
Grammar and spelling	☐ No use of first- person tense	☐ Few uses of the first-person tense	☐ Several uses of the first- person tense	☐ Written in first-person tense
	☐ No grammatical or spelling errors	☐ Few grammatical and spelling errors	☐ Some grammatical and spelling errors	☐ Many grammatical and spelling errors
Depth of information	☐ Appropriately synthesizes information from multiple distinct sources	☐ Synthesis of information from at least three distinct sources	☐ Synthesis of information from at least two distinct sources	☐ Summary reporting of information without synthesis
	☐ Draws conclusions and personal insights from synthesis	☐ At least two personal insights or conclusions stated	☐ At least one personal insight or conclusion stated	☐ No personal insights
	☐ Has the minimum number of pages including penalty pages; subject coverage is excellent	☐ Has the minimum number of pages including penalty pages; subject coverage is good	☐ Has the minimum number of pages including penalty pages; subject coverage is adequate	☐ Does not have the minimum number of pages including penalty pages
Clarity of writing	☐ Sentences flow	☐ Good sentence structure	☐ Occasional poor sentence structure	☐ Frequent poor sentence structure
	☐ Smooth transitions between paragraphs	☐ Adequate transitions between paragraphs	☐ Transitions between paragraphs unclear	☐ Lacked transitions between paragraphs
	☐ Any and all terms and acronyms are defined	☐ Most terms and acronyms are defined	☐ Some terms and acronyms are defined	☐ Many terms and acronyms are undefined
	☐ Provides evidence to support points	☐ Lacks support for some points	☐ Provides minimal support for points	☐ Ideas not supported

MICS Information Literacy Rubric
Adapted from the AAC&U Value Rubric

	Capstone - 4	Milestone - 3	Milestone - 2	Benchmark - 1
Determine the Extent of Information Needed	Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) selected directly relate to concepts or answer research question.	Defines the scope of the research question or thesis completely. Can determine key concepts. Types of information (sources) selected relate to concepts or answer research question.	Defines the scope of the research question or thesis incompletely (parts are missing, remains too broad or too narrow, etc.). Can determine key concepts. Types of information (sources) selected partially relate to concepts or answer research question.	Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question.
Access the Needed Information	Accesses information using effective search strategies and most appropriate information sources.	Accesses information using variety of search strategies and some relevant information sources.	Accesses information using simple search strategies, retrieves information from limited and similar sources.	Accesses information randomly, retrieves information that lacks relevance and quality.
Evaluate Information and its Sources Critically	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
Use Information Effectively to Accomplish a Specific Purpose	Communicates, organizes and synthesizes information from sources. Supports all points in the paper.	Communicates, organizes and synthesizes information from sources. Supports most points in the paper.	Communicates and organizes information from sources. The information is not yet synthesized and/or supports only a few points.	Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.).
Access and Use Information Ethically and Legally	Students use correctly all of the following information use strategies: • use of citations and references; • use of paraphrasing, summary, or quoting; • use of information in ways that are true to original context; • distinguishes between common knowledge and ideas requiring attribution • and (where appropriate) demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly three of the following information use strategies: • use of citations and references; • use of paraphrasing, summary, or quoting; • use of information in ways that are true to original context; • distinguishes between common knowledge and ideas requiring attribution • and (where appropriate) demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly two of the following information use strategies: • use of citations and references; • use of paraphrasing, summary, or quoting; • use of information in ways that are true to original context; • distinguishes between common knowledge and ideas requiring attribution • and (where appropriate) demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly one of the following information use strategies: • use of citations and references; • use of paraphrasing, summary, or quoting; • use of information in ways that are true to original context; • distinguishes between common knowledge and ideas requiring attribution • and (where appropriate) demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.