

### ASSIGNMENT 4 MARKING CRITERIA (SEMINAR PRESENTATION)

NAME: \_\_\_\_\_ ID NO.: \_\_\_\_\_

FACET OF RESEARCH	ELEMENT	EXCELLENT(4)	PROFICIENT(3)	AVERAGE(2)	POOR(1)
<i>A. Students embark on inquiry and so determine a need for knowledge / understanding</i>	<b>INTRODUCTION</b>	Topic introduced clearly and in an interesting way. Purpose of talk was made clear. Outline of points was given	Topic introduced clearly, and purpose of talk was made clear.	Clear introduction but lack focus	Unclear or inappropriate introduction
	<b>OBJECTIVES</b>	Clear, focused, innovative, open inquiry	Clear, focused and innovative	Clear objectives but lacks focus	Unclear or inappropriate introduction
<i>B. Students find / generate needed informational data using appropriate methodology</i>	<b>METHOD &amp; ACTIVITIES</b>	Clearly identified, explained in context and justified	Clearly identified, explained in context	Clearly identified	Vaguely specified
	<b>REFERENCES AND CITATIONS</b>	Numerous appropriate and wide range of sources	Numerous appropriate sources	Few appropriate sources	Minimal use of or inappropriate sources
<i>C. Students critically evaluate informational data and the process to find / generate this information / data</i>	<b>CONTENT &amp; KNOWLEDGE</b>	Demonstrate full knowledge of the subject with explanations and elaboration	At ease with content and able to elaborate and explain to some degree.	Uncomfortable with information. Capable only of answering rudimentary questions.	No grasp of information. Unable to answer questions about subject.
	<b>CONCLUDING REMARKS</b>	Conclusion well considered, well supported by data and analysis.	Conclusion relevant, supported by data and analysis. Clearly expressed	Conclusion shallow. Unclear data and analysis.	Conclusion irrelevant. No data or analysis.
<i>D. Students organise information collected / generated</i>	<b>ORGANISATION</b>	Information is presented in a logical, interesting way, which is easy to follow. Purpose is clearly stated and explains the structure of proposal.	Information is presented in a logical manner, which is easily followed. Purpose of proposal is clearly stated assists the structure of work	Information is hard to follow as there is very little continuity. Purpose of proposal is stated, but does not assist in following work.	Sequence of information is difficult to follow. No apparent structure or continuity. Purpose of proposal is not clearly stated.
<i>E. Students synthesize and analyse and apply new knowledge</i>	<b>JUSTIFICATIONS</b>	Clearly identified, explained in context and justified Comprehensive & Insightful	Clearly identified, explained in context Comprehensive	Clearly identified Some presented	Vaguely specified None presented.
	<b>CREATIVITY</b>	Demonstrates creative synthesis of solution and creates new alternatives by combining knowledge and information	Demonstrates solution with integration of diverse concepts or derivation of useful relationships involving ideas covered in course concepts.	Demonstrates solutions implementing simple applications of one formula or equation	Demonstrate lack of innovative Ideas
<i>F. Students communicate knowledge and the processes used to generate it, with an awareness of ethical social and cultural issues</i>	<b>SEMINAR PRESENTATION</b>	Exceptionally engaging, brilliantly presented, highly professional	Strongly engaging, well presented	Generally engaging, minor improvements for the future	Unengaging, laboured, disjointed
	<b>VISUAL AND SPOKEN ELEMENTS</b>	Imaginative, effective; professional level	Cohesive, effective and polished	Appropriate but not well---integrated, or ineffective	Inappropriate or ineffective
<b>TOTAL</b>					

Total score: ...../44..... 10% = ..... Markers Initial: TTR.

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