

ASP 2018 Student Competition
2nd Round Rubric: Oral Presentation

Author _____ Abstract # _____ Reviewer _____

Criterion	Excellent 5-4	Good 4-3	Average 3-2	Deficient 2-1	Score
Data Blitz	Slide on time; adhered to 2mins/1 slide; effective use of graphics; concisely communicated research in an understandable way; inspired enthusiasm/interest in audience	Some elements deficient or missing	Many, but not most, elements deficient or missing	Slide late; did not adhere to 2mins/1 slide; not enough or too many graphics; overwhelming information; unclear delivery and/or rationale/design/results; did	
Research Design	Clearly stated objectives and rationale; specific hypothesis/predictions; appropriate research methods (including statistics); production of reliable data	Some elements deficient or missing	Many, but not most, elements deficient or missing	Objectives/rationale not clearly stated; lack of hypothesis or predictions; flawed methodology and/or analysis; inadequate data to draw conclusions	
Originality & Significance	New research question; creativity in research design/interpretation; study and results are important and shed new light on the issue; suggests new methods/procedures; clear case for importance of research in larger context and in primatology	Some elements deficient or missing	Many, but not most, elements deficient or missing	Old research question using old methodology (new species is not innovative enough); does not add significant value to existing literature; poor case for importance of research in larger context/primatology	
Organization	Distinct introduction outlining the talk and providing rationale for research; distinct middle section with clear explanation of the complex techniques and main results; distinct conclusion section with a summary of the important results and ideas, a clear take home message, and applications to future work clearly defined.	Some elements deficient or missing	Many, but not most, elements deficient or missing	Important background information and rationale lacking; difficult to follow research design; failure to put the work into a larger context, including how the results contribute to the scientific knowledge in the field and what future directions to take.	
Delivery	Clear speech with an appropriate tempo; no distractive movements or gestures; maintained audience attention with eye contact, voice inflection, facial expression; avoided jargon and used simple language; talk was targeted appropriately to the audience	Some elements deficient or missing	Many, but not most, elements deficient or missing	Tempo was either too fast, too slow, or often "broken"; speaker had a distractive movement; speaker didn't engage with the audience; speech was full of jargon and not targeted appropriately to the audience	
Visual aids & Technical aspects	Well-constructed, easy-to-interpret images/figures/tables that are used effectively; slides easy to read and not overcrowded; easily viewable slides with no typos or slides out of order; familiarity with A/V equipment, including smooth transitions	Some elements deficient or missing	Many, but not most, elements deficient or missing	Projection of color choices and slide layouts difficult to read; speaker didn't project well enough to be heard over entire room; went through some slides too fast; overcrowded slides; multiple typos	
Ability to field questions	Stimulated interesting questions, not just clarification of the technical aspects of the work; repeated or paraphrased questions and answered them appropriately; demonstrated a depth of knowledge about the field and was able to critically apply this knowledge to his/her own work.	Some elements deficient or missing	Many, but not most, elements deficient or missing	Few questions generated about the content beyond clarification of technical aspects; answered questions inappropriately due to failure to understand the question and/or the larger context of the field; became flustered or frustrated during the questioning.	
TOTAL (out of 35 possible):					

Strengths:

Suggestions for Improvements: