

CVMBS Research Day

Score Sheet

Identification Sticker

INSTRUCTIONS:

1. Judge each presenter on the areas below using the 5 point scale for each category
2. Multiply the score by the weight listed in the next column and enter that number in the sub-total column
3. Tally the presenters overall score and enter in the bottom box
4. Turn the completed score sheet in to the research day committee members (please do this as quickly as possible so that Research Day results can be compiled)
5. Complete the second page/ comments to the presenter and either return it directly to the presenter or leave at the committee member table so they can return it to presenters.

5 = Strongly Agree 4 = Agree 3 = Neutral 2 = Disagree 1 = Strongly Disagree

EVALUATION OF CONTENT		Score	Weight	Sub-Total
WHY: A clear research problem or hypothesis is stated, and supported by the presenter's strong conceptual understanding of their research.			x 4	
WHAT/HOW: A clear research design is provided, including methods, preliminary data, results and interpretation, with a conclusion that relates back to the research problem or hypothesis.			x 5	
NEXT STEPS: The results/conclusions support future research directions with clear implication(s) for the presenter's field of study.			x 2	
EVALUATION OF PRESENTATION		Score	Weight	Sub-Total
LOGICAL FLOW: The presentation followed a logical flow, e.g. title/abstract, introduction, research design, and summary/conclusion.			x 3	
PREPAREDNESS: The presenter was well-practiced and professional (minimal pauses, good eye contact, physical appearance was appropriate, etc.).			x 2	
VERBAL COMMUNICATION: The presenter was clear, articulate and concise. The language was appropriate for the presenter's level.			x 2	
VISUAL AIDS: Poster or Powerpoint. The figures and text were clear and large enough to be seen and understood by an audience. The figures were relevant and assisted in explaining the research presented.			X 2	
		Total Score:		

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Feedback Sheet

Identification Sticker

CONTENT FEEDBACK TO STUDENT		PRESENTATION FEEDBACK TO STUDENT	
WHY		LOGICAL FLOW	
<input type="checkbox"/> Stated purpose clearly	<input type="checkbox"/> Stated purpose needs improvement	<input type="checkbox"/> Smooth transitions between figures & slides <input type="checkbox"/> Logic was easy to follow	<input type="checkbox"/> Transition needs improvement <input type="checkbox"/> Logic needs improvement
WHAT/HOW		VISUAL AIDS	
<input type="checkbox"/> Good knowledge of background <input type="checkbox"/> Work performed by student was clear	<input type="checkbox"/> Need to improve knowledge of background <input type="checkbox"/> Work performed by student was not clear	<input type="checkbox"/> Audio/Visual supported the presentation <input type="checkbox"/> Text was readable and clear, no jargon <input type="checkbox"/> Graphs/figures clear and understandable <input type="checkbox"/> Figure legends were clear	<input type="checkbox"/> Audio/Visual needs improvement <input type="checkbox"/> Text needs improvement <input type="checkbox"/> Graphs/figures need improvement <input type="checkbox"/> Figure legends need improvement
NEXT STEPS		VERBAL COMMUNICATION	
<input type="checkbox"/> Stated purpose clearly	<input type="checkbox"/> Stated purpose needs improvement	<input type="checkbox"/> Spoke clearly and at appropriate pace <input type="checkbox"/> Demonstrates enthusiasm for research <input type="checkbox"/> Lay and scientific terms used well	<input type="checkbox"/> Clarity and pace needs improvement <input type="checkbox"/> Diminished enthusiasm for research <input type="checkbox"/> Lay and scientific terms need improvement

ADDITIONAL FEEDBACK: