

PHYS 590 Midyear Presentation Marking Template

1. Presentation Structure and Delivery

Needs Improvement	Satisfactory	Very Good	Excellent
1	3	4	5
<ul style="list-style-type: none"> • Presentation is clumsy or mechanical, no logical flow. • Presentation contains too much technical detail and jargon. • Presentation attempts to cover too much (or covers too little) material. • Slides are poorly laid out and/or have excessive text and/or distract from the presentation. • Tables and figures not relevant and/or are missing components and/or are difficult to read. • Presentation delivery is unpolished. • Presentation is too long or short. 		<ul style="list-style-type: none"> • Presentation is well structured, with logical flow. • Slides are well laid out with appropriate amounts of text, and appropriate use of figures. • Background/motivation, project progress to date, and future plans are thoroughly, but concisely, discussed. Presentation focuses on the most relevant information, weeding out the less relevant material. • Tables and figures clear and legible with appropriate and complete axes, labels, legends and captions. • Presentation is practised, well-paced, and of appropriate duration. • Presentation is easily understood by a scientifically literate university audience. 	

2. Scientific Understanding

Needs Improvement	Satisfactory	Good	Excellent
0	1	1.5	2
<ul style="list-style-type: none"> • Poor understanding of subject matter. Unable to explain many of the key elements of the project. • Student has a narrow view of the topic being investigated. • Project understood at a mechanistic level, with limited understanding of the scientific justification for the approach taken. • Body of knowledge inadequately discussed. • Physics issues and challenges not well identified or discussed. • Poor responses to questions, indicating a lack of understanding of the topic. 		<ul style="list-style-type: none"> • Shows excellent grasp of the science and is able to describe the essential elements of the project very well. • Physical motivation for key project methodologies well understood and explained. • Student demonstrates a good understanding of the field in the broader sense. Link to the larger context is clearly identified. • Physics issues and challenges identified and understood. • Responses to questions are clear, confident, and insightful. 	

3. Progress on Project

Needs Improvement	Satisfactory	Good	Excellent
0.5	1	1.5	2
<ul style="list-style-type: none"> • Limited progress on project displayed, path to completion unclear. • Work lacking in initiative and/or insightfulness. • Future plans unrealistic or not clearly based on a good understanding of the work required. 		<ul style="list-style-type: none"> • Good progress on project clearly displayed, project is on a good path. • Work is insightful, personal “ownership” of the project clearly demonstrated. Student is “driving” the project. • Future plans well thought out and realistic in scope/schedule. 	

4. Examiner's Discretion:

Examiners may add up to one additional mark to bring the overall project mark up to the appropriate level. For reference, Queen's grade descriptors are:

Mark (/10) Greater Than:	Letter Grade	Descriptor
9	A+	Exceptional
8.5	A	Outstanding
8	A-	Excellent
7.7	B+	Very Good
7.3	B	Good
7	B-	Reasonably Good
6.7	C+	Acceptable
6	C, C-	Minimally Acceptable
5	D+, D, D-	Unsatisfactory Pass
<5	F	Fail