

Student Name: \_\_\_\_\_

Student Year: \_\_\_\_\_

## RESEARCH QUALIFIER: SPEAKING QUALIFIER

The speaking qualifier is designed to examine the student's ability to effectively communicate research material in an oral presentation. Presenting is a vital part of a student's research abilities, and we want to ensure that students can be successful advocates of their own research and robotics as a whole.

Satisfying this qualifier requires that each of the student's Research Qualifier Committee members attend and positively evaluate a public seminar or presentation given solely by the student, either within CMU or at a conference. If the presentation is at a conference, a committee member may appoint a proxy evaluator. Possible topics for the oral presentation include (but are not limited to): presentation of the research skills project, presentation of research conducted prior to attending the robotics program, or an overview of a technical topic of general interest to the community.

In order for the student to qualify, all of the questions on this form must be answered by each member of the student's Research Qualifier Committee. The committee member should use his or her own judgement in determining whether the student has demonstrated sufficient speaking ability.

### General Questions:

Each of these high-level questions discuss, in broad strokes, the quality of the presentation. For each question, circle a rating, on the scale from excellent to unsatisfactory, and provide at least one sentence of explanation. For each question, the form provides a set of minimum guidelines, but as a committee member, you should use your judgment, as well.

1. **Organization:** The student must be able to present technical material in a clear and concise manner, with a scope appropriate to the audience.
- Did the presentation have a distinct introduction, body, and conclusion?
  - Did the presentation include an appropriate balance of introduction, background, research content, and future work?
  - Did the speaker have a coherent, memorable take-home message?
  - Did the speaker anticipate the natural questions and concerns about the nature and motivation of the work?
  - Was the technical content adequately explained?

Excellent

Good

Satisfactory

Unsatisfactory

Explanation: \_\_\_\_\_

\_\_\_\_\_

2. **Knowledge and Understanding:** The student must have a good command of the material being presented and the related supporting material.
- Was the student able to give clear explanations that went beyond the material included in the presentation?
  - Was the student able to succinctly answer questions that asked for clarification of the material presented?
  - Was the student able to answer questions about background research or topics closely related to the material presented?

Excellent

Good

Satisfactory

Unsatisfactory

Explanation: \_\_\_\_\_

\_\_\_\_\_

3. **Speaking Skill:** The student should speak clearly, act maturely, and present himself or herself in a professional manner.
- Was the speaker present and prepared to begin on time?
  - Did the speaker appear well prepared (e.g., no typos, slides in order, presentation timed correctly, etc.)?
  - Was the presentation (English and pronunciation) clear?
  - Were there any significant style deficiencies in the presentation (excessive "ums" and "uhs", distracting gestures or fidgeting, blocking the projector).
  - Did the speaker highlight and successfully convey the take-home message?

Excellent

Good

Satisfactory

Unsatisfactory

Explanation: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Audience Interaction: The speaker must deal with the audience in a friendly and facile manner.

- Did the speaker strive to keep the audience interested?
- Did the speaker anticipate problems that the audience might have (i.e., "At this point, you might think that X, but actually...", "The real point of that last example was...")?
- Did the speaker coordinate the oral presentation with the material on the slides by making clear what printed material was being described?
- Did the speaker understand and adequately respond to all audience questions?

Excellent

Good

Satisfactory

Unsatisfactory

Explanation: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Audio-Visual Quality:

- Was the speaker delayed or in any way hampered by not having previously checked and understood the A/V equipment?
- Is the smallest font used in the presentation effortlessly visible from all parts of the room?
- Were any of the slides cluttered or difficult to read?
- Did color schemes or visual bells and whistles on the slides distract from the presentation?

Excellent

Good

Satisfactory

Unsatisfactory

Explanation: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Big Picture Questions:

6. Provide a one sentence summary of the student's presentation topic.

\_\_\_\_\_  
\_\_\_\_\_

7. List three specific strengths of the student's presentation.

\_\_\_\_\_

8. List three specific weaknesses of the student's presentation.

\_\_\_\_\_

Over all, how would you rate the student's presentation?

Excellent

Good

Satisfactory

Unsatisfactory

Explanation: \_\_\_\_\_

This student **HAS SATISFIED** **IS MAKING PROGRESS TOWARD** the speaking qualifier.

Committee Member Name: \_\_\_\_\_ Date: \_\_\_\_\_

Committee Member Signature: \_\_\_\_\_