

The 2PS Skill Sets include:

Organization: The presentation is well organized, logical, and is easy to follow. It contains a clear beginning (overview), middle and end.

Accuracy: The concepts and principles covered in the presentation are scientifically accurate and explained at a level that the audience can comprehend.

Relevance: The content of the scientist's presentation targets the interests and background of the audience. The presenter includes material that targets the audience needs and takes into account their age, developmental level, and state of mind.

Message: The scientist's presentation clearly conveys a small set (3-4) of "take home" messages that are supported by appropriate and credible content, including examples, graphs, tables, statistics, images, and analogies.

Language: The scientist selects language and terminology that the audience can understand. Abbreviations, acronyms, scientific names, and terms are clearly defined or explained. Technical language and references are appropriate for the age and developmental level of the audience.

Equity: The scientist's language and behavior show sensitivity to race, ethnicity, gender, disability, limited English proficiency, culture, and socio-economic level of the members of the audience and the larger community. He/she engages all members of the audience.

Delivery: The scientist's delivery is smooth with the appropriate pace, tone, pitch, volume, and movement/gestures.

Technology: The scientist uses technology and other visual aids (e.g., slides, pictures, charts, graphs, props, demonstrations) to emphasize his/her core messages and to support the presentation's organization and delivery.

Use of Time: The scientist uses time well, finishes within the allotted time, and leaves sufficient time for questions.

Questions: For lecture or seminar-based presentations, the scientist provides for and fields questions skillfully and accurately. For interactive presentations, the scientist uses questions to involve the audience and advance their understanding of the topic.

Presence: The scientist reflects a level of comfort and competence in addressing the audience. He/she engages the audience, maintains eye contact, and appears relaxed.

Sample Skill Set Rubric: DELIVERY

<p>Proficient</p>	<ul style="list-style-type: none"> • Delivery is smooth. • There is appropriate pacing of speech with pauses at key points. • The tone is appropriate for the subject with no trace of condescension. • There is an occasional use of appropriate and effective humor. • The pitch and volume of the speaker’s voice makes it easy for the audience to listen to him/her. • He/she deliberately and effectively uses body movement and gestures to illustrate points. • The scientist’s presence is commanding, and the audience is engaged.
<p>High Developing</p>	<p>The scientist’s delivery is proficient with the exception of a few skills. These skills are still developing.</p>
<p>Developing</p>	<ul style="list-style-type: none"> • Delivery is rough in spots. • The pacing of speech is off; fillers such as “ah,” “um,” “well,” “you know,” and “like” occasionally take the place of pauses. • The tone is too light or too serious or there is a hint of condescension. • The pitch is grating or gravelly or the volume either too loud or too soft. • Movements are awkward or over- or under-used to illustrate a point. • Audience members have difficulty paying attention to the presenter.
<p>Low Developing</p>	<p>The scientist’s delivery needs attention in a few areas, while his/her overall delivery is clearly beginning to develop.</p>
<p>Needs Attention</p>	<ul style="list-style-type: none"> • The scientist’s delivery is largely ineffective. • The pacing or speech is awkward, with the speaker relying heavily on fillers. • The tone does not match the content, and there is no humor. • The pitch is grating or gravelly and the volume either too loud or too soft. • Body movements and gestures are distracting. • The audience has difficulty following the scientist and finds other ways to occupy themselves during the presentation.

Skill Set	Proficient	High Developing
Organization	<ul style="list-style-type: none"> The scientist's presentation has a clear beginning, middle, and end. At the outset, the scientist establishes a rapport with the audience, provides a reason for listening and an overview (not an outline) of the presentation. The main ideas are conveyed in a logical manner with appropriate transitions. The conclusion is a summary of main points and, if appropriate, next steps. Because of the strong organization, the audience is engaged. 	<ul style="list-style-type: none"> The scientist's presentation indicates that a few of his/her organization skills are still developing, while he/she is proficient in the majority of organization skills.
Accuracy	<ul style="list-style-type: none"> The information that the scientist presents is scientifically accurate. Scientific concepts and principles are explained accurately and at a level the audience can comprehend. Attributions are correct and scientific terms are used correctly. 	<ul style="list-style-type: none"> There are a few instances during the scientist's presentation where he/she presents information that is not scientifically accurate.
Relevance	<ul style="list-style-type: none"> The topic of the scientist's presentation is appropriate for the interests and background of those in the audience. The scientist is explicit about the relevancy of his/her topic to the audiences' lives. The scientist takes into account the age and developmental level of the audience. The relevancy of the topic engages the audience, as indicated by the fact that audience members are listening, taking notes, having eye contact with the speaker, and/or asking or answering questions. 	<ul style="list-style-type: none"> The scientist's presentation indicates that a few of his/her skills in this area are still developing, although he/she is able to establish the relevance of the presentation to the audience.
Message	<ul style="list-style-type: none"> The scientist's presentation focuses on a few (3-4) overarching "take home" messages. The messages are supported by examples, statistics, analogies, or testimonials. The "take home" messages are credible and feasible. Questions from the audience indicate that they are clear about the "take home" message. 	<ul style="list-style-type: none"> The scientist's presentation indicates that a few of his/her messaging skills are still developing, while he/she is proficient in the majority of messaging skills.

Developing	Low Developing	Needs Attention
<ul style="list-style-type: none"> The scientist's presentation shows some evidence of an organization pattern, but the beginning, middle, and/or end may not be clear. The informal remarks are missing, and the reason for listening is weak. There is no overview of the presentation. The main ideas are conveyed in a logical manner, but there are no transitions or the transitions are weak. The summary in the conclusion is weak. As a result, the audience asks questions seeking clarity. Some members are otherwise engaged (e.g., talking, checking their phones, reading a book). 	<ul style="list-style-type: none"> The scientist's presentation indicates that a few of his/her organization skills needs attention. Yet, the majority of organization skills are clearly beginning to develop. 	<ul style="list-style-type: none"> The presentation has no clear organizational pattern; it lacks a clear beginning, middle, or end. There is no overview. The scientist does not provide a reason for listening The main ideas are not conveyed in a logical manner, and there are no transitions. There is no conclusion that is a summary of main points. Audience members appear to be confused and may turn their attention elsewhere, or they ask a number of questions that attempt to clarify what the speaker is saying.
<ul style="list-style-type: none"> The scientist's presentation is mostly accurate, but some mistakes occur. There are instances where scientific concepts or principles are not correctly explained or explained in a way that the audience cannot comprehend. There may be instances where an attribution is not correct or a scientific term is used incorrectly. 	<ul style="list-style-type: none"> There are notable instances during the scientist's presentation where information is scientifically inaccurate or terms are used incorrectly 	<ul style="list-style-type: none"> The scientist either does not understand the scientific concepts or principles or cannot provide an explanation that the audience can follow Scientific terms are repeatedly misused, and/or attributions are incorrect.
<ul style="list-style-type: none"> The topic of the scientist's presentation does not fully take into account the interests and background of audience members. Although there may be a hint, the speaker does not clearly establish the relevancy of the topic to the audiences' lives. Although the topic of the presentation may be of interest to audience members, it is not aligned with the age or developmental level of the audience. The level of audience engagement is questionable. Some appear to be engaged; others are focused elsewhere. 	<ul style="list-style-type: none"> The scientist's attempts to make the presentation relevant to the audience are only minimally effective. His/her skills in this area are only beginning to develop. 	<ul style="list-style-type: none"> The topic is of little interest to the audience, and the scientist makes no attempt to demonstrate that the topic is relevant to the audience's lives. The topic of the presentation is not appropriate for the age or developmental level of the students. Because of the lack of relevance, audience members read other material, talk among themselves, nod off, or look bored.
<ul style="list-style-type: none"> The scientist's "take home" message is fuzzy. There are no overarching "take home" messages or there are too many messages The messages lack supporting details such as examples, statistics, analogies, or testimonials. Because of the fuzziness, the question of credibility and feasibility comes into play. Because some members of the audience are not clear as to the "take home" message, they ask questions to clarify the content or to challenge the speaker. 	<ul style="list-style-type: none"> The scientist's presentation indicates that a few of his/her messaging skills needs attention. The majority of his/her skills are clearly beginning to develop. 	<ul style="list-style-type: none"> The scientist presents no clear message or at least none that is apparent to the audience. Supporting details are missing or inappropriate. The message lacks credibility and feasibility. Audience members ask challenging questions or do not ask questions at all, indicating that they have tuned out the scientist.

Skill Set	Proficient	High Developing
Language	<ul style="list-style-type: none"> The scientist selects language that is appropriate for the audience and that the audience can understand. If he/she uses scientific terms or acronyms, they are defined. There is no slang, simplistic, or euphemistic language. 	<ul style="list-style-type: none"> The scientist's presentation indicates that a few of his/her language skills are still developing, while he/she is proficient in the majority of language skills
Equity	<ul style="list-style-type: none"> The scientist deliberately ensures an equitable learning environment. Language and behavior reflect sensitivity to issues of gender, race/ethnicity, religion, disability, limited English proficiency, culture, and socio-economic group. The scientist ensures that audience members engage in the presentation in an equitable manner. 	<ul style="list-style-type: none"> The scientist's presentation indicates that a few skills in ensuring an equitable learning environment are still developing, while he/she is proficient in the majority of these skills.
Delivery	<ul style="list-style-type: none"> Delivery is smooth. There is appropriate pacing of speech with pauses at key points. The tone is appropriate for the subject with no trace of condescension. There is an occasional use of appropriate and effective humor. The pitch and volume of the speaker's voice makes it easy for the audience to listen to him/her. He/she deliberately and effectively uses body movement and gestures to illustrate points. The scientist's presence is commanding, and the audience is engaged. 	<ul style="list-style-type: none"> The scientist's delivery is proficient with the exception of a few skills. These skills are still developing.
Technology	<ul style="list-style-type: none"> The scientist uses technology effectively in his/her presentation. Technological tools may be PowerPoint, charts or graphs, videos, demonstrations, pictures, or handouts. The tool(s) enhance the presentation, serving to support the speaker's points, and is accessible to <u>everyone</u> in the audience. For whatever tool selected, the scientist follows the guidelines for its effective use. 	<ul style="list-style-type: none"> The scientist uses technology proficiently with the exception of a few skills. These skills are still developing.

Developing	Low Developing	Needs Attention
<ul style="list-style-type: none"> The scientist occasionally uses technical language or acronyms without adequate explanation or definition. The opposite may also exist. For example, he/she occasionally uses slang, simplistic, or euphemistic language. He/she appears to be talking down to the audience. 	<ul style="list-style-type: none"> The scientist's presentation indicates that a few of his/her language skills needs attention. Yet, the majority of his/her language skills are clearly beginning to develop. 	<ul style="list-style-type: none"> The scientist relies too heavily on technical language or acronyms without any explanation or definition. It is clear that members of the audience do not understand what he/she is saying. There is little or no attempt to explain terminology. The scientist regularly uses slang, simplistic, or euphemistic language, including anthropomorphic descriptions.
<ul style="list-style-type: none"> The scientist does not focus on the equity of the learning environment. For example, something that the speaker does can be interpreted as being insensitive to issues of gender, race/ethnicity, religion, disability, limited English proficiency, culture, or socio-economic group. The scientist makes no attempt to involve audience members of all racial and ethnic groups or males and females in the presentation. 	<ul style="list-style-type: none"> The scientist's presentation indicates that a few of his/her skills in ensuring an equitable learning environment needs attention. Yet, the majority of his/her skills in this area are clearly beginning to develop. 	<ul style="list-style-type: none"> The scientist's behavior actually contributes to an inequitable learning environment. He/she uses terms related to gender, religion, race/ethnicity, disability, limited English proficiency, cultural, or socio-economic group that are generally considered to be offensive. He/she tells jokes in which one or more of these groups are the brunt of the humor. The scientist ignores the comments of one or more of these groups or excludes them from participating in the presentation.
<ul style="list-style-type: none"> Delivery is rough in spots. The pacing of speech is off; fillers such as "ah," "um," "well," "you know," and "like" occasionally take the place of pauses. The tone is too light or too serious or there is a hint of condescension. The pitch is grating or gravelly or the volume either too loud or too soft. Movements are awkward or over- or under-used to illustrate a point. Audience members have difficulty paying attention to the presenter. 	<ul style="list-style-type: none"> The scientist's delivery needs attention in a few areas, while his/her overall delivery is clearly beginning to develop. 	<ul style="list-style-type: none"> The scientist's delivery is largely ineffective. The pacing or speech is awkward, with the speaker relying heavily on fillers. The tone does not match the content, and there is no humor. The pitch is grating or gravelly and the volume either too loud or too soft. Body movements and gestures are distracting. The audience has difficulty following the scientist and finds other ways to occupy themselves during the presentation.
<ul style="list-style-type: none"> The scientist uses technology in his/her presentation, but one or more of the tools are used ineffectively. The tool does not support the speaker's point. The tool is not used correctly (e.g., too much text on a slide, font or pictures too small) or is not accessible to everyone (e.g., those in the back of the room cannot see the demonstration). Some members of the audience have disengaged because they cannot see, hear, or participate. 	<ul style="list-style-type: none"> The scientist's use of technology needs attention in a few areas, while his/her overall ability to use technology is clearly beginning to develop. 	<ul style="list-style-type: none"> The scientist fails to use any form of technology in the presentation or over-relies on a particular tool to support his/her points. The focus is on the tool rather than on the speaker using the tool to enhance the presentation. The technology gets in the way of the interaction between the speaker and the audience. The tools used are not accessible to the entire audience and block or limit their involvement.

Skill Set	Proficient	High Developing
<h3>Use of Time</h3>	<ul style="list-style-type: none"> The scientist demonstrates good use of time. He/she stays within the time allotted, keeping track either through an internal sense or by having a watch or clock to check unobtrusively. If external factors intervene (e.g., a building evacuation in the middle of the presentation), the scientist is able to shorten the presentation on the spot to stay within the allotted time and still allow for questions. He/she knows that topics not covered in the presentation can be dealt with in the question and answer period. 	<ul style="list-style-type: none"> The scientist demonstrates a proficient use of time with the exception of one or two skills. These skills are still developing.
<h3>Questions (Lecture Based)</h3>	<ul style="list-style-type: none"> The scientist provides ample time for questions either during the presentation or at the end. He/she makes sure that the audience has heard the question before answering it. The speaker is adept at knowing whether the question requires clarification, repeating a point made earlier to reinforce understanding, or a new, in-depth response. The scientist exhibits a high level of comfort in answering questions. If he/she does not know the answer, the speaker refers the questioner to a source where the answer is available or promises to get back to the questioner with the answer. 	<ul style="list-style-type: none"> The scientist demonstrates a proficient use of questions with the exception of a few areas, which are still developing.
<h3>Questions (Interactive)</h3>	<ul style="list-style-type: none"> The scientist asks brief questions at the beginning of the presentation to engage the audience and assess their level of understanding. During the presentation, he/she queries the audience. The speaker has provided sufficient information that the audience has a reasonable chance of answering the question rather than just guessing. The questions promote one or more outcomes of the presentation and facilitate “sense-making” by the audience. The speaker pauses after answering a question before moving on with the presentation. If an audience member gives an answer that is clearly incorrect, the scientist attempts to determine the respondent’s thinking and perhaps elicit a correct response. 	<ul style="list-style-type: none"> The scientist demonstrates a proficient use of questions with the exception of a few areas, which are still developing.

Developing	Low Developing	Needs Attention
<ul style="list-style-type: none"> • The scientist has some difficulty staying within the time limits, either running too short or too long. • He/she lacks flexibility in adjusting the presentation to changing circumstances or time allotments. • Audience members may or may not get their questions answered. 	<ul style="list-style-type: none"> • The scientist's use of time needs attention in one or two areas, while his/her overall ability to use time is clearly developing. 	<ul style="list-style-type: none"> • The scientist has great difficulty keeping to the time allocations. • He/she cannot make adjustments to the presentation when external factors intervene. • Audience members do not get their questions answered.
<ul style="list-style-type: none"> • The scientist provides limited time for questions. He/she answers questions without making sure that the audience has heard the question. • At times, he/she does not directly answer the question asked. • He/she acknowledges anyone who wants to ask a question, regardless of whether that person has asked one before or the time is available. • The speaker does not appear completely comfortable answering questions. • The scientist attempts to finesse an answer to a question that he/she does not know. 	<ul style="list-style-type: none"> • The scientist's ability to use questions effectively needs attention in a few areas. • His/her overall ability to use questions in a presentation is clearly beginning to develop. 	<ul style="list-style-type: none"> • The scientist does not provide time for questions either during or after the presentation. • He/she does not ensure that the audience has heard the question before answering it, or the speaker may answer a question other than the one asked. • He/she also appears defensive when not knowing the answer to a question rather than simply saying, "I don't know, but I'll find out and get back to you." • The scientist calls on some people to ask questions while ignoring others. • He/she appears to be visibly uncomfortable fielding questions.
<ul style="list-style-type: none"> • The scientist attempts to gain audience involvement through questions without ensuring that the audience has sufficient information to answer some of the questions posed. • Those who try to answer the questions end up guessing. Some questions are not clearly stated. Others are not specifically related to the presentation. • There may not be an emphasis on higher order questions requiring application and interpretation on the part of the audience. Sometimes the speaker does not provide adequate wait time before moving on. • If a member of the audience gives a wrong answer, the scientist seeks the correct answer by moving to someone else. 	<ul style="list-style-type: none"> • The scientist's ability to use questions effectively needs attention in a few areas. • His/her overall ability to use questions in a presentation is clearly beginning to develop. 	<ul style="list-style-type: none"> • The scientist is ineffective in gaining audience involvement through questions. • The questions that are posed may be too complex and unclear so that the audience does not have sufficient information to answer most of the questions posed and thus ends up guessing or refusing to answer. • The speaker persists in calling on people, hoping to get the right answer. • In contrast, the scientist's questions may be too simple, requiring little thought and not furthering the audience's knowledge and understanding. He/she allows for no wait time. • When someone answers incorrectly, the scientist points out the incorrect response and may make fun of or chastise the person.

Skill Set	Proficient	High Developing
Presence	<ul style="list-style-type: none"> • The scientist presents a strong, competent, relaxed presence in front of an audience. • He/she faces the group, breathes normally, maintains eye contact with the group, and assumes a relaxed posture. • Materials are organized and at hand so the scientist moves through the presentation effortlessly. • His/her personal appearance and dress are appropriate for the audience. The scientist makes a nice impression. 	<ul style="list-style-type: none"> • The scientist's presence is proficient with the exception of a few skills. These skills are still developing.

Developing	Low Developing	Needs Attention
<ul style="list-style-type: none"> • The scientist exhibits some anxiety in addressing the audience (e.g., breathing may be shallow, or he/she may have limited eye contact with the audience). • He/she stands sideways rather than facing forward. • The scientist's personal appearance is not completely appropriate for the audience. 	<ul style="list-style-type: none"> • The scientist's presence needs attention in a few areas, while his/her overall presence in presenting to an audience is clearly beginning to develop. 	<ul style="list-style-type: none"> • The scientist exhibits a high level of anxiety in addressing the audience. • The anxiety is often reflected in lack of eye contact and shallow breathing as if gasping for air. Perhaps he/she is actually shaking. • The speaker misplaces items and gets lost in the presentation, skipping parts or repeating himself/herself. • Personal appearance and/or dress are distracting; the person makes a poor impression.

Presenter's Performance Profile (P³)

Presenter: _____ **Observer:** _____

Setting/Location: _____ **Date:** _____

Topic/Title: _____

Skill Set	P	HD	D	LD	N	Evidence Supporting Rating
Organization Presentation is organized in such a way that the audience can easily follow along.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
						<input type="checkbox"/> Not observed <input type="checkbox"/> Not applicable
Accuracy The scientist presents scientifically accurate information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
						<input type="checkbox"/> Not observed <input type="checkbox"/> Not applicable
Relevance The content of the presentation is relevant to the needs and interests of the audience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
						<input type="checkbox"/> Not observed <input type="checkbox"/> Not applicable
Message The scientist's presentation conveys one or two very clear "take home" messages.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
						<input type="checkbox"/> Not observed <input type="checkbox"/> Not applicable
Language The scientist's language is appropriate for the audience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
						<input type="checkbox"/> Not observed <input type="checkbox"/> Not applicable
Equity The scientist's language shows sensitivity to race, ethnicity, gender, disability, limited English proficiency, culture, and socio-economic level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
						<input type="checkbox"/> Not observed <input type="checkbox"/> Not applicable
Delivery The scientist's delivery reflects appropriate pacing, tone, pitch, volume, and movement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
						<input type="checkbox"/> Not observed <input type="checkbox"/> Not applicable
Technology The scientist uses technology to enhance his/her presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
						<input type="checkbox"/> Not observed <input type="checkbox"/> Not applicable
Use of Time The scientist uses the allotted time well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
						<input type="checkbox"/> Not observed <input type="checkbox"/> Not applicable
Questions The scientist provides for and fields questions skillfully and/or the scientist uses questions to involve the audience and advance their understanding.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
						<input type="checkbox"/> Not observed <input type="checkbox"/> Not applicable
Presence The scientist reflects a level of comfort and competence in addressing the audience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
						<input type="checkbox"/> Not observed <input type="checkbox"/> Not applicable

Not observed = there was insufficient opportunity for the scientist to demonstrate this skill set.

Not applicable = observers decided not to rate the scientist's presentation on this skill set