<table>
<thead>
<tr>
<th>RUBRIC BEP Process</th>
<th>INSUFFICIENT</th>
<th>SUFFICIENT</th>
<th>EXCEPTIONAL</th>
</tr>
</thead>
</table>

### Planning and organizing the research
- Details all guidance, is the student not able to organize the research. The planning is without any detail (only general), not feasible and/or back-up strategies are lacking. Improper work is done due to bad or unchanged planning. Logics and importance of aspects is not recognized (delayed the supervisor if necessary addressed it).
- Needs some guidance to organize the research project according to the planning. The planning is somewhat concrete (contains phase and deadlines) and feasible. Back-up strategies are sufficient thought out. Plan adapted with help of the supervisor. Logics and importance of aspects are not recognized. The supervisor needs to address some priorities.
- Individually organizes and manages the research project according to the adopted planning and undertakes action if needed (pair initiative, in-group discussions). The planning is concrete (contains deadlines and specifications of all activities for each of the phases of the research) and feasible. Updates during the project are processed clearly, back-up strategies are very well thought out. Logics and importance of aspects are recognized, priorities are set.

### Collaboration skills
- Not punctual for meetings, being often absent or too late or, if present, not (or minimally) prepared and/or participating actively. Unprofessional communication with the supervisor and other parties involved (not always respectful, often excused). Does not inform about absence, progress and problems.
- Usually punctual for meetings, sufficiently prepared (agenda and supporting documentation), and maintains honoring agreements. Could sometimes participate more actively during meetings/discussions. Is respectful and clear in communication with the supervisor and other parties involved. Informs about problems.
- Always punctual for meetings, very well prepared (detailed agenda, supporting documentation, creates detailed minutes of the meeting, follows up the agreed actions) and always honoring agreements. Informs in a professional, proactive and constructive way. The collaboration with all of the involved was defined as pleasant and practical nature and regularly focused substantive discussions of a high degree.

### Reflection skills
- No reflection (too minimal and only task related) on over planning, decision making and professional behavior. Viewpoints and interpretations are missing or not supported with arguments. Examples, when applicable, are not provided. No indication of how the student will use the insights and skills gained.
- General reflection on own thinking, decision making, and professional behavior. Viewpoints and interpretations are supported with arguments. Appropriate examples are provided, as applicable. The student has generalized statements regarding how the reflection will direct future actions or beliefs.
- Deeply reflection on own thinking, decision making, and professional behavior. Viewpoints and interpretations are insightful and well supported with arguments. Clear, detailed examples are provided, as applicable. The student encompasses generalization for further action or reflection for a specific purpose such as developing skills, improving self-understanding or refining belief systems.

### Presentation skills
- Message is unclear. Does not present information, arguments, ideas, or findings clearly, concisely, and logically. Argument lacks supporting evidence. Audience cannot follow the line of reasoning.
- Message is mostly clear. Presents information, findings, arguments and supporting evidence in a way that is not always clear, concise, and logical. Reasoning is sometimes hard to follow.
- Message very clear. Presents information, findings, arguments and supporting evidence clearly, concisely, and logically, audience can easily follow the line of reasoning.

### Quality of the message
- The presentation has an unclear and disorganized structure (poorly organized, not-balanced content, abrupt transitions). Difficult to follow because of the lack of structure. Runs over time or too brief.
- The presentation has overall a clear structure with only a few exceptions. The presentation is with some effort by the listener easy to follow.
- The presentation is clearly structured (exceptional quality), concise and to the point (highly focused and efficient). Good separation between the main message and side-steps.

### Delivery communication
- Students, with voice control. Vocal delivery is frequently too soft to hear, is hard to understand and/or too long, with unrelated stories and speech disruptions. The audience has difficulty hearing the presentation.
- Vocal voice control. Vocal delivery is audible, clear, coherent, or speech disruptions only occasionally distract from audience comprehension.
- Social voice control. Vocal delivery is varied and dynamic and very confident, steady, strong and clear. Speech rate, volume, and tone convey listener's interest and understanding.

### Non-verbal communication
- No or only few delivery gestures (gestures, eye contact,estication) which detract from the understandability of the presentation. Speaker appears uncomfortable (sharpen and nervousness is obvious). Reads and/or views heavily on notes. Lack of enthusiasm/unlistening.
- Delivery technique gestures, eye contact, movements make the presentation understandable, and speaker posture displays little or no tension. Uses notes occasionally. Shows positive feelings about topics.
- Delivery technique gestures, eye contact, movements make the presentation compelling, and speaker appears polished, powerful and confident. Enthusiastic, easily seems to believe in further message.

### Presentation design
- dåvel distracting exit. Unrelated use of text, too many slides, text as well as graphical content, too many slides, uses inappropriate or distracting audio/visual aids or media.
- Low-quality or heavily colored, Rounded boxes, too many slides, graphical content, too many slides, uses appropriate audio/visual aids or media.
- Top-quality functional and attractive, no redundant slides, graphical content, enhancing understanding and adding interest. Uses well-produced audio/visual aids or media to add main ideas and themes.