

2016 Oral Presentation Question and Scoring Guide

Question:

Detection plays a key role in protecting your community, landscape, and province from invasive species.

Detecting if an invasive species has already entered an area is the second step of the invasive species management regime (the first step being good prevention practices). Once an invasive species is detected, steps can be taken to eradicate it, or to minimize its negative effects.

Design a detection plan for ONE invasive species that you would put into place for your community, region, or the entire province. Your detection plan should respond to the following questions:

1. Describe your chosen invasive species. What makes it a threat to the aquatics, forest, soil, wildlife, society, and economy in, or near, your community?
2. Who will participate in the invasive species detection? How will their efforts be coordinated?
3. What area of the province will this detection plan cover? Within that area, where will detection efforts occur?
4. How will participants learn to identify this invasive species correctly?
5. What critical information needs to be gathered when a participant detects the invasive species?
6. How frequently will detection efforts happen? At what time of year? For how many years?
7. Who are the future users of the detection information? How will the information gathered by participants be organized, stored, and made accessible for them?
8. Who will be the keeper of the detection plan and be responsible for making it happen over the timeframe outlined in the plan?

The following two pages is the Scoring Guide that the judges will use to assess your Oral Presentation score. Remember your Oral Presentation score is worth 40% of your overall score at Envirothon.

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Team Number:	Judge's Initials:	100 pts	
		<i>Worth 40% of final score</i>	
Minimal	Average	Impressive	
1. INVASIVE SPECIES DESCRIPTION AND THREATS			
0	2	4	6
8	10	Max Score	
<ul style="list-style-type: none"> • Minimal description of the invasive species • Addressed threats to only 1 or 2 Envirothon study areas • Did not address the threats to economy and society 		<ul style="list-style-type: none"> • One or two important details are lacking in the description of the invasive species. • Acknowledged threats to 3-4 Envirothon study areas but provided few details. • Acknowledged economic or social threats, but provided little detail. 	
<ul style="list-style-type: none"> • Thorough description of the invasive species. • Addressed all 4 Envirothon study areas, with examples where appropriate. • Provided examples of threats to the economy and society. 		10	
2. PARTICIPANTS			
0	2	4	6
8	10	MaxScore	
<ul style="list-style-type: none"> • No clear description of who will be involved in finding and reporting the invasive species • Not clear about how the participants' efforts will be coordinated 		<ul style="list-style-type: none"> • One or two key representatives are missing from the list of participants who will be involved in finding and reporting the invasive species • Some description of how the participants' efforts will be coordinated 	
<ul style="list-style-type: none"> • A diverse range of participants is expected to be involved in finding and reporting the invasive species. • Clear description of how the participants' efforts will be coordinated 		10	
3. & 6. WHERE AND WHEN WILL THE DETECTION EFFORTS OCCUR			
0	2	4	6
8	10	MaxScore	
<ul style="list-style-type: none"> • Vague reference to area of the province or any specific sites or habitats where the detection effort will occur • Vague timeline for detection (might be in the spring but not sure exactly when or how often) • No connection between what is known about the invasive species and where and when to look for it. 		<ul style="list-style-type: none"> • Reference to a general area of the province where the search will occur (province-wide, or near this town, or in this forest), but unclear about specific sites or habitats • Some details about timing, frequency, and number of years for the search are provided. • The search pattern or timeline is not linked to what is known about the invasive species or the sites being searched. 	
<ul style="list-style-type: none"> • Area of province is defined, along with very specific locations identified for the search pattern. Habitats plus geographic locations are listed, maybe with a supporting map. • Timing, frequency, and number of years for the search are clearly laid out, including specific months or weeks. • The search pattern and timeline is fully justified by what is known about the invasive species or the sites being searched. 		10	
4. TEACHING PARTICIPANTS TO IDENTIFY THE INVASIVE SPECIES			
0	2	4	6
8	10	MaxScore	
<ul style="list-style-type: none"> • No methods are suggested for teaching participants how to identify the invasive species. 		<ul style="list-style-type: none"> • The plan has some educational opportunities or supporting visual aids for participants to learn how to identify the invasive species when they go to search for it. 	
<ul style="list-style-type: none"> • The plan has many examples of diverse educational opportunities and/or supporting visual aids for participants to learn how to identify the invasive species when they go to search for it. 		10	
5. CRITICAL INFORMATION TO REPORT WHEN THE INVASIVE SPECIES IS FOUND			
0	1	2	3
4	5	MaxScore	
<ul style="list-style-type: none"> • The necessary content of a report for a sighting of this invasive species is not clearly described. 		<ul style="list-style-type: none"> • A list of details for participants to report is provided, but may be too general, disorganized, or too demanding. • The information may not be enough for responders to verify the correct identity of the species, or to find it again. 	
<ul style="list-style-type: none"> • A specific and well-organized list containing only the most important information for participants to report. • It will be sufficient for a responder to verify the correct identity of the species and to be able to find it again easily. 		5	
7. & 8. MANAGING THE DATA AND THE DETECTION PLAN			
0	2	4	6
8	10	MaxScore	
<ul style="list-style-type: none"> • Not clear who will be responsible for the detection plan • Vague description of how the detection data will be gathered and stored. • Vague description of future users and how they will be able to access the data. 		<ul style="list-style-type: none"> • Some description is provided, but you are left feeling uncertain about the effectiveness of the leadership, or future use of the data. 	
<ul style="list-style-type: none"> • Identified a specific leader who is responsible for managing and implementing the detection plan. • Clearly identified how the detection information will be organized and stored. • Provided a description of future users and how they can access the data. 		10	
FACTS AND INFORMATION			
0	1	2	3
4	5	MaxScore	
<ul style="list-style-type: none"> • A subjective presentation, with very little basis in facts and concrete examples. 		<ul style="list-style-type: none"> • To the best of your knowledge, the presentation was based on facts and concrete examples 	
<ul style="list-style-type: none"> • The presentation was based on facts, concrete examples which were supported by sources 		5	
ORGANIZATION			
0	1	2	3
4	5	MaxScore	
<ul style="list-style-type: none"> • No clear introduction or conclusion • No logical flow or clustering of ideas 		<ul style="list-style-type: none"> • Has an introduction, body and conclusion • Ideas are logically organized 	
<ul style="list-style-type: none"> • Introduction, body and conclusion sections are captivating and balanced. • Ideas flow smoothly and logically 		5	

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VISUALS (AND TECHNOLOGY)						
0	2	4	6	8	10	MaxScore
<ul style="list-style-type: none"> • Visuals are incorrect, unattractive, or ambiguous • Visuals do not add new information • Technology is over-used and distracting 		<ul style="list-style-type: none"> • Some creative visuals are used, but are not clearly explained • Visuals and technology support the presentation 		<ul style="list-style-type: none"> • Visuals are creative, and appealing, but also accurate and clearly explained • Visuals and technology greatly enhance the ideas in the presentation 		10
TEAMWORK						
0	2	4	6	8	10	MaxScore
<ul style="list-style-type: none"> • Not all team members speak • One person answers all of the judges' questions 		<ul style="list-style-type: none"> • All team members speak, even if some have limited participation • Some sharing of judges' questions 		<ul style="list-style-type: none"> • All group members speak and are still engaged when not speaking • Judges' questions are shared appropriately among team members 		10
PRESENTATION SKILLS						
0	2	4	6	8	10	MaxScore
<ul style="list-style-type: none"> • Poor enthusiasm, eye contact, posture, and voice projection • As a judge, you did not feel engaged 		<ul style="list-style-type: none"> • Good enthusiasm, eye contact, posture, and voice projection. • As a judge, you felt connected to the speakers 		<ul style="list-style-type: none"> • Excellent enthusiasm, eye contact, posture, and voice projection • As a judge, you felt interested and inspired by the speakers 		10
JUDGES QUESTIONS						
0	1	2	3	4	5	MaxScore
<ul style="list-style-type: none"> • Hesitation and uncertainty in answering judges' questions • Team struggled with judges' questions 		<ul style="list-style-type: none"> • Approaching confidence and certainty while answering judges' questions. 		<ul style="list-style-type: none"> • Confident and clear response to judges' questions 		5