**Posters**

Judge

Poster Number: **«Presentation\_Number»** 1st Author Name: **«First\_Presenters\_Last\_Name»** Title: **«Presentation\_Title»**

**Please place an X over the description you think most accurately describes the student’s performance of each category. (Each row is a new category.)**

Research Design

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Poor/Not Addressed | Fair | Good | Great (Rare Rating) | Exceptional (Very Rare Rating) |
| Introduction of Research | No Introduction | Present but not clear or informative | Provided basic information about research design | Informative and insightful | Provided unique insight and exceptional clarity |
| Statement of Hypothesis/ Research Question | No Hypothesis/ RQ Given, Or was exceptionally weak | Hypothesis/RQ was not clear or well constructed | Hypothesis/ RQ was clearly presented and well constructed | Hypothesis/ RQ provided insight into the rationale for the project. | Student argued that the hypothesis/ RQ addresses a pressing question in the field |
| Goals and Objectives | Not presented or of poor quality. | Presented but not clearly explained. | Clearly and thoughtfully presented. | Provided an excellent overview of the project. | Presented in a way to fill a unique gap in the field. |
| Explanation of Methodology | Not or poorly explained | Explained, but seemed inadequate for the study goals/ purpose | Adequate and clearly explained | Clearly connected to the hypothesis/ research question and study’s goals | Showed evidence of exceptional insight and meticulous investigation. |
| Presentation of Results and Conclusions | Not presented | Presented, but unclear | Clearly Presented | Illustrated insight and achievement | Emphasized the impact of the results on the field. |
| Understanding of The Problem or Challenge Addressed | Presentation did not illustrate student understanding | Presentation illustrated minimal understanding. | Presentation illustrated clear understanding | Presentation illustrated unique understanding | Presentation illustrated exceptional understanding |
| Use of Literature in The Field | Relied on little or no literature | References to literature did not illustrate understanding | References to literature that illustrated knowledge of the field | References to literature that illustrated insight into the field | Referenced an exceptional breadth and depth of the field. |

**Please Turn Over!**

Presentation and Persuasiveness

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Poor/Not Addressed | Fair | Good | Great (Rare Rating) | Exceptional (Very Rare Rating) |
| Overall Poster Design | Disorganized and hard to follow | Adequate organization, but somewhat hard to follow | Well organized | Attractive and the organization added in the understanding of the topic | Poster had a professional appearance |
| Use of images and text | Images detracted from the message of the poster. Text is unreadable. | Images did not add or detract from the effectiveness. Text is readable but not easily so. | Images added to the understanding of topic. Text is easily readable | Images added clarity and insight to the topic. Text is easily readable and well organized. | Images and the arrangement of text greatly enhanced the understanding of the topic. |
| Grammar, spelling and style | Gross spelling and grammatical errors, inappropriate writing style for the medium | Some spelling and grammatical errors | Well written with few or no spelling or grammatical errors | Well written, no spelling or grammatical errors. Style increases the understanding of the topic | Exceptionally well written. |
| Verbal presentation | Did not interact with listener, movements, expression detracted from the presentation. | Movements and expression did not add or take away from the presentation. Interacted poorly with the listener. | Movement and expression added to presentation. Interacted with the listener. Made good eye contact. | Movement and expressions emphasized key points. Interacted well with the listener | Movement and expressions conveyed poise and enthusiasm while explaining the project. |
| Explanation of the significance of the project | Did not explain significance of the topic | Persuaded the listener that the topic was important, but not significantly so. | Argued that the topic was important significant. | Persuaded the listener that the topic filled a need in the field. | Persuaded the listener of the critical significance of the project. |
| Answers to Questions | Unable to address questions | Able to partially address some of the questions | Able to address most of the questions | Answers added to and extended the topics discussed | Answers showed exceptional insight into the field. |