

2020 *Virtual* Undergraduate Research Festival Poster Rubric

RESEARCH DESIGN

Introduction of Research				
No introduction given.	Introduction present, but not clear or informative.	Introduction provided basic information about research design.	Introduction was informative and insightful.	Introduction provided unique insight and exceptional clarity.

Statement of Hypothesis/Research Question				
No hypothesis/RQ given or hypothesis/RQ exceptionally weak.	Hypothesis/RQ given, but not clear or well constructed.	Hypothesis/RQ clearly presented and well constructed.	Hypothesis/RQ offered insight into the rationale for the project.	Student argued that hypothesis/RQ addresses a pressing question in his/her field.

Goals and Objectives				
Goals and objectives not presented or of poor quality.	Goals and objectives presented, but not clearly explained.	Goals and objectives clearly and thoughtfully presented.	Goals and objectives provided an excellent overview of the project.	Student presented goals and objectives as a way to fill a unique gap in his/her field.

Explanation of Methodology				
Methodology not or poorly explained.	Methodology explained, but seem inadequate for study goals/purpose.	Methodology adequate and clearly explained.	Methodology clearly connected to hypothesis/RQ and study's goals.	Methodology shows evidence of exceptional insight and meticulous investigation.

Presentation of Results and Conclusions				
Results and conclusions not presented.	Results and conclusions presented, but unclear.	Results and conclusions clearly presented.	Results and conclusions illustrated insight and achievement.	Student emphasized the impact of results and conclusions on his/her field.

Understanding of The Problem or Challenged Addressed				
Student's presentation did not illustrate student understanding.	Student's presentation illustrated minimal understanding.	Student's presentation illustrated clear understanding.	Student's presentation illustrated unique understanding.	Student's presentation illustrated exceptional understanding.

Use of Literature in The Field				
Student relied on little or no literature.	Student's references to literature did not illustrate understanding.	Student referenced literature that illustrated knowledge of the field.	Student's references to literature illustrated insight into the field.	Student referenced an exceptional depth and breath of literature.

PRESENTATION AND PERSUASIVENESS

Overall Poster Design				
Student's poster was obviously unorganized and hard to follow.	Student's poster organization was adequate, but somewhat hard to follow.	Student's poster was prepared and well organized.	Student's poster was attractive and organization added to understanding the topic.	Student's poster had a professional appearance.

Use of Images and Text				
Images detracted from the message of the poster and/or text was unreadable.	Images neither added to nor detracted from the effectiveness and/or text was barely readable.	Images added to the understanding of the topic and text was easily readable.	Images added clarity and insight to the topic. Text was easily readable and well organized.	Images and arrangement of text greatly enhanced the understanding of the topic.

Grammar, Spelling, and Style				
Poster included gross spelling and grammatical errors and/or an inappropriate writing style.	Poster included some spelling and grammatical errors.	Poster was well written with few or no spelling or grammatical errors.	Poster was well written with no spelling or grammatical errors in a style that increased understanding of the topic.	Poster was exceptionally well written.

Explanation of the Project's Significance				
Speaker did not explain his/her project's significance.	Speaker persuaded the audience his/her project was important, but not significantly so.	Speaker argued that his/her project was significant.	Speaker effectively persuaded the audience that his/her project fulfilled a need.	Speaker effectively persuaded the audience of the crucial significance of his/her project.