

**Poster Grading Rubric**

	Expert (4)	Proficient (3)	Emerging (2)	Novice (1)
Presentation of Research	Prominently positions title/authors of paper thoroughly but concisely presents main points of introduction, hypotheses/ propositions, research methods, results, and conclusions in a well-organized manner	Contains title/authors of paper adequately presents main points of introduction, hypotheses/ proposition, research methods, results, and conclusions in a fairly well-organized manner	Contains title/authors of paper presents main points of introduction, hypotheses/ propositions, research methods, results, and conclusions but not as sufficiently and not as well-organized	Title/authors absent  Does not sufficiently present main points of introduction, hypotheses/ propositions, research methods, results, and conclusions and is not well-organized
Visual Presentation	a) Overall visually appealing; not cluttered; colors and patterns enhance readability; Uses font sizes/variations which facilitate the organization, presentation, and readability of the research  b) Graphics (e.g., tables, figures, etc.) are engaging and enhance the text content is clearly arranged so that the viewer can understand order without narration	a) Overall visually appealing; not cluttered; colors and patterns support readability  b) Adequate use of font sizes/variations to facilitate the organization, presentation, and readability of the research  c) Graphics (e.g. tables, figures, etc.) enhance the text content is arranged so that the viewer can understand order without narration	a) Visual appeal is adequate; somewhat cluttered; colors and patterns detract from readability  b) Use of font sizes/variations to facilitate the organization, presentation, and readability of the research is somewhat inconsistent/distracting  c) Graphics (e.g., tables, figures, etc.) adequately enhance the text  d) Content arrangement is somewhat confusing and does not adequately assist the viewer in understanding order without narration	a) Not very visually appealing; cluttered; colors and patterns hinder readability  b) Use of font sizes/variations to facilitate the organization, presentation, and readability of the research is inconsistent/distracting  c) Graphics (e.g., tables, figures, etc.) do not enhance the text  d) Content arrangement is somewhat confusing and does not adequately assist the viewer in understanding order without narration

<p>Knowledge of Material</p>	<p>a) It is clear that the presenter has a strong command of the material of their poster.</p> <p>b) Student can leverage existing knowledge to consider the viability of research paths moving forward.</p> <p>c) Narration and/or answering of questions is engaging, thorough, and adds greatly to the presentation</p>	<p>a) The student has command of most of the material on their poster, but has noticeable gaps in their knowledge relating to their poster.</p> <p>b) Student is able to consider future research paths but does not have the understanding to consider which path is most fruitful.</p> <p>c) Narration and/or answering of questions is adequate and adds to the presentation</p>	<p>a) The student understands some of the material on their poster, but there are clear knowledge gaps. Student may not understand some terminology on their poster.</p> <p>b) Student does not understand the potential research paths, but understand what outlying questions still exist.</p> <p>c) Narration and/or answering of questions is somewhat lacking</p>	<p>a) Student understands very little of the content of their poster.</p> <p>b) Student does not understand the unanswered research questions to move their work forward.</p> <p>c) Narration and/or answering of questions is lacking</p>
<p>Impact and Applications</p>	<p>a) Implications, consequences, and/or questions raised by the project are thoroughly explored. Limitations are fully articulated.</p> <p>b) Student clearly understands the potential applications of their results and their value—even if those applications are distant/disconnected from their work.</p>	<p>a) Implications, consequences, and/or questions are adequately explored. Limitations are adequately articulated.</p> <p>b) Student broadly understands the application of their results but is unclear on the path toward applying their results.</p>	<p>a) Implications, consequences, and/or questions are moderately explored. Limitations are partially articulated.</p> <p>b) Student vaguely understands the application of their results and/or student is unaware of how the results could be applied.</p>	<p>a) Implications, consequences, and/or questions are minimally supported or unarticulated. Limitations are minimally or not articulated.</p> <p>b) Student does not understand the potential application of their work.</p>
<p>Documentation of Sources</p>	<p>Cites all data obtained from other sources. Citation style is consistent and reasonable for their research field.</p>	<p>Cites most data obtained from other sources. Citation style is consistent.</p>	<p>Cites some data obtained from other sources. Citation style is either inconsistent or incorrect.</p>	<p>Does not cite sources.</p>