## Undergraduate Research Conference Evaluation Rubric: *Posters*

| Criteria | Mastery Level | | | |
|---|---|---|---|---|
| | **1-Beginning** | **3-Developing** | **5-Proficient** | **7-Mastery** |
| **A. Content:** overall treatment of topic. Research question, problem defined. Abstract covers topic. Accurate interpretation of data. Importance, relevance of topic. | Question, problem undefined. | Question, problem not well-defined. | Question, problem adequately defined. | Question, problem well defined. |
| | Abstract does not cover topic. | Abstract could reflect topic better. | Abstract captures topic fairly well. | Abstract fully reflects topic. |
| | Contains a lot of inaccurate or faulty interpretations of data. | Contains some factual errors or inaccurate interpretations. | Data is mostly correct and accurately interpreted. | Data correct and well interpreted. |
| | Lacks discussion of relevance, importance. | Relevance, importance could be better clarified. | Relevance and importance are generally clear. | Relevance, importance of topic clear. |
| **B. Organization:** logical ordering of ideas; conclusions tied to data, implications for future. Project planning and execution. | Ideas not presented in logical order. | Some ideas not presented in logical order. | Most ideas are presented in logical order. | Ideas are presented in logical order. |
| | Basis for conclusions unclear. | The basis for some conclusions unclear. | The basis of most conclusions are clear. | The basis for conclusions are clear. |
| | Implications for future not discussed. | Implications for future vague. | Some future implications follow conclusions. | Implications for the future follow conclusions. |
| | Project does not appear to have been well-planned and/or executed. | Project could have been better planned and/or executed. | Project in general appears to have been well- planned and executed. | Outstanding project in terms of planning and execution. |
| **C. Documentation:** proper support and sourcing of major ideas; partners and advisors credited. | Little or no support for major ideas. | Some support provided for major ideas. | Adequate support provided for key ideas. | Effective support provided for key ideas. |
| | Little or no sourcing provided. | Sourcing is outdated or irrelevant. | Sourcing is generally relevant and current. | Sourcing is current and relevant. |
| | Partners and advisors not credited. | Some partners and advisors are credited. | Partners and advisors are credited. | Partners and advisors are credited. |
| **D. Visual Presentation:** appearance and legibility of poster; effectiveness of poster in delivering message. | Poster is unappealing and difficult to read. | Poster would benefit from more careful execution. | Poster is legible and understandable. | Poster is attractive and easily read. |
| | Poster does not effectively deliver the message. | Poster somewhat supports message. | Poster adequately supports message. | Poster well represents and supports the message. |
| **E. Oral Presentation:** Adequate volume, appropriate pace, diction, language, enthusiasm/energy, posture; effective use of visual aids. | Low volume or energy. | More volume/energy needed at times. | Adequate volume and energy. | Good volume and energy. |
| | Pace too slow or fast. | Pace too slow or fast. | Generally good pace. | Proper pace. |
| | Poor diction. | Poor diction. | Generally good diction. | Proper diction. |
| | Language inappropriate for audience. | Some inappropriate language used. | Mostly appropriate language. | Language proper and understandable by a layperson. |
| | Distracting gestures or posture. | Some distracting gestures or posture. | Few or no distracting gestures. | Avoidance of distracting gestures. |
| | Visual aids poorly used. | Use of visual aids could be improved. | Visual aids used adequately. | Visual aids used effectively. |
| **F. Interaction:** listens to and answers questions. | Poor listening skills. | Better listening skills needed. | Displays ability to listen. | Excellent listening skills. |
| | Uneasiness or inability to answer questions. | Some difficulty answering questions. | Provides adequate answers to questions. | Answers questions with authority and accuracy. |