

Criteria	Emerging		Developing		Mastering	
	1	2	3	4	5	6
Abstract clarity and relation to presentation	Abstract confusing or contains too little information. Does not accurately address presentation.		Information present but confusing or some irrelevance to presentation.		Abstract concise, clear, and accurately reflects presentation.	
	Emerging		Developing		Mastering	
	1	2	3	4	5	6
OVERALL Presentation	Student does not use poster effectively and has little to no enthusiasm for topic.		Student occasionally refers to poster and displays some excitement for topic.		Student uses poster effectively and displays strong enthusiasm.	
	Emerging		Developing		Mastering	
	1	2	3	4	5	6
Poster lay-out and design	Lay-out unorganized or confusing. Too much or too little information. Typos. Graphics lack value.		Information is present but crowded, confusing, etc. in absence of presenter. Text/graphics relatively clear, mostly free of errors.		Concise and clear. Details capture important information about topic and informs the viewer about process and results.	
	Emerging		Developing		Mastering	
	1	2	3	4	5	6
Identifies and summarizes the problem/question/issue	Problem, question or issue is unclear or inappropriate.		Identifies the problem or question, and provides an adequate presentation of how the scholarship addresses this problem.		Accurately identifies the problem and provides a well-articulated presentation of how effective the approach was in addressing it.	
	Emerging		Developing		Mastering	
	1	2	3	4	5	6
Identifies and assesses the quality of supporting data or evidence	The quality of supporting evidence is in question as to accuracy, bias, or opinion based. Facts are questioned.		Evidence related to the problem, question, or issue is accurately presented and is free of bias and opinion. Information is factual.		Evidence is well-developed and supportive of the problem, question, or issue. Evidence is easily distinguished as factual.	
	Emerging		Developing		Mastering	
	1	2	3	4	5	6
Identifies and evaluates conclusions and significance of the research	Provides a list of ideas, discussion is focused on inaccurate information, and/or a failure to explain the significance of the approach.		Accurately identifies conclusions, but fails to establish the significance of the scholarship to the problem/question.		Accurately and convincingly identifies conclusions and their conceptual or practical significance towards solving the problem/question.	
	Emerging		Developing		Mastering	
	1	2	3	4	5	6
Presentation of material	Presentation is either too broad or too detailed. Uses terms, jargon, or concepts inappropriately or without explanation.		Presentation occasionally too detailed or too simplistic. Occasionally uses terms inappropriately or without explanation.		Presentation is clear and succinct. Language usage appropriate.	

Add all row and column scores to obtain a total prejudging score

Prejudging Total Score _____

To move onto final judging round, a) Prejudging total must be ≥ 28 , and b) no section scores below 3.

	Emerging		Developing		Mastering	
	1	2	3	4	5	6
Communication and interaction with audience	Confused by most questions or gives confusing, unfocused answers. Little to no interaction or eye-contact with audience.		Handles questions reasonably well but does not elaborate or provide sufficient support for answer. Displays some discomfort in explanation.		Handles questions easily and professionally. Speaks clearly and interacts comfortably with questioner.	
<p>To obtain the Final Total Score, add all row and column scores on this page total for page: _____</p> <p>to the prejudging total score from the previous page: _____</p> <p>Final Total Score: _____</p>						

What did student(s) do particularly well?

What could be improved on the poster?
