

Criteria	Emerging		Developing		Mastering	
	1	2	3	4	5	6
<b>Abstract clarity and relation to presentation</b>	Abstract confusing or contains too little information. Does not accurately reflect 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
<b>OVERALL Presentation</b>	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
<b>Poster lay-out and design</b>	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 increase the audience's understanding.	
	Emerging		Developing		Mastering	
	1	2	3	4	5	6
<b>Identifies and summarizes the problem/question/issue</b>	Problem, question or issue is unclear or inappropriate.		Identifies the problem, question, or issue and provides an adequate presentation.		Accurately identifies the problem, question, or issue and provides a well developed articulated presentation.	
	Emerging		Developing		Mastering	
	1	2	3	4	5	6
<b>Identifies and assesses the quality of supporting data or evidence</b>	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
<b>Identifies and evaluates conclusions and significance of the research</b>	Provides a list of ideas, discussion is focused on inaccurate information, and/or a failure to explain the significance of the research.		Accurately identifies conclusions, but fails to establish the significance of the research.		Accurately and convincingly identifies conclusions and their conceptual or practical significance.	
	Emerging		Developing		Mastering	
	1	2	3	4	5	6
<b>Presentation of material</b>	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.	
<b>Add all row and column scores to obtain a total prejudging score</b>						
<b>Prejudging Total Score _____</b>						
<b>To move onto final judging round, a) Prejudging total must be <math>\geq 28</math>, and b) no section scores below 3.</b>						

	Emerging		Developing		Mastering	
	1	2	3	4	5	6
<b>Communication and interaction with audience</b>	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 tension and discomfort with audience.		Handles questions easily and professionally. Speaks clearly and interacts comfortably with audience.	
<p><b>To obtain the Final Total Score, add all row and column scores on this page total for page: _____</b></p> <p><b>to the prejudging total score from the previous page: _____</b></p> <p><b>Final Total Score: _____</b></p>						

**What did student(s) do well?**

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**What could be improved?**

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