**GAS Research Poster Evaluation Rubric**

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| **Research Poster**  **Components** | **2 Points**  A component in this category: | **1 Point**  A component in this category: | **0 Points**  A component in this category: | **Points** |
| **Introduction**  The poster briefly introduces the background and purpose of the investigation. |  Describes and connects the subject and context / background to the purpose of the investigation in an organized, specific and **concise** manner   May have a figure included to communicate what is already known about the subject under study   Poses overall research question of the group, and specific research question for student’s project |  Describes and connects the subject and context / background to the purpose of the investigation, but is disorganized or wordy   Poses overall research question of the group, or specific research question for student’s project, but not both |  Contains no introduction, or   Introduction does not identify overall goal of the research group nor specific role that student will play in the research |  |
| **Methods**  The poster briefly identifies the methods used to study the subject of the investigation, including existing procedures, equipment, models or programs. |  Outlines the methods or resources used to study the subject of the investigation in an organized, specific and **concise** manner   Has a figure included to aid in describing methods used |  Outlines the methods or resources used to study the subject of the investigation, but is disorganized or wordy, or   Has an unrelated or confusing figure |  Provides no outline of the methods or resources used, or   Has no figure |  |
| **Results**  The poster describes what was discovered, accomplished, collected or produced. |  Communicates most important results obtained, including quantitative data, in an organized, specific and **concise** manner, or   Provides a thorough, organized and specific explanation of why no data or results were achieved   Has figures included to communicate results obtained, or serve as examples of data collected |  Communicates results including quantitative data, but is disorganized or unclear, or   Includes too much data, or   States results only qualitatively, or   Provides only a superficial explanation of why no data or results were achieved, or   Has unrelated or confusing figures |  Provides no results, or   Does not explain why results were not possible, or   States only “No results.”, or   Has no figures |  |
| **Conclusion**  The poster provides a brief summary of the results obtained and what is their significance. |  Mentions questions remaining to be answered as a next step in the investigation, and   Provides an interpretation of results or an evaluation of the accomplishments, if any, in a clear and **concise** manner and specifically states what they mean for understanding the topic under study, or   Conclusions without results must succinctly evaluate what the completion of the investigation could mean within a larger field |  Does not mention questions remaining to be answered as a next step in the investigation, or   Provides an interpretation of results or an evaluation of the accomplishments, if any, but is disorganized or wordy, or   * fails to state what they mean for understanding the topic under study |  Provides no conclusion or summary |  |
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| **Poster Presentation**  **Conventions** | **4 Points**  A component in this category: | **2 Point**  A component in this category: | **0 Points**  A component in this category: | **Points** |
| **Textual & Visual Organization**  The poster conforms to accepted textual and visual conventions. |  Has text that employs appropriate word choices that exclude jargon, correct grammar and usage, conventional spelling, capitalization and punctuation, and defines key acronyms   Has subtitled components (e.g., Introduction)   Has titles for figures and graphs and includes a figure legend or caption that briefly and clearly describes what is shown   The text is readable, with an appropriately sized font and with a clear flow through the poster. |  Contains one or two errors in textual language use, or   Has one or two figures missing titles or captions, or contain titles or captions that are unclear, or   Is missing subtitles, or the poster flows from one component to the next in a disorganized or confusing manner   The text is too small to read comfortably. |  Contains three or more errors in textual language use, or   Is missing captions or subtitles for figures or graphs.   No attention is given to readability or movement through the poster. |  |
| **Oral Presentation**  A brief but clear presentation accompanies the poster to explain and elaborate on information presented. |  Clearly and audibly describes key components of research project and accomplishments   Defines all acronyms at their first use |  Has an oral presentation that is unclear or difficult to hear, skips key information, uses undefined jargon, or   Has a presentation that is too brief leaving the listener uninformed of the major accomplishments, or   Has a presentation that is too long, confusing the listener with unnecessary information |  Is not able to discuss research |  |
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