

<p>Rating Key:                  0= No Attempt                  1= Developing                  2= Competent                  3= Exemplary</p>
--

**Discover Day  
Poster Presentation Scoring Rubric  
Category: STEM**

**Judge Instructions:** Please rate the presentation from 0 to 3 on each of the following categories (circle one). Include comments and award recommendations.

Category	Rating			
	NoAt	Dev	Comp	Exemp
<b>1. Statement of original research question or problem</b>				
a. States the research question or problem being addressed	0	1	2	3
b. Explains the justification for and significance of the study	0	1	2	3
<b>2. Background information</b>				
a. acknowledges existing research or scholarship	0	1	2	3
b. Explains why this study is needed to fill gaps or add to existing knowledge	0	1	2	3
<b>3. Methods/Theoretical Framework</b>				
a. describes and defends the methods or theoretical approaches that are used	0	1	2	3
<b>4. Analysis/Results</b>				
a. Presents the data clearly	0	1	2	3
<b>5. Conclusions/Discussions</b>				
a. Shows how results or arguments address the question(s)	0	1	2	3
b. Conveys the significance and importance of the findings/arguments	0	1	2	3
<b>6. Oral component of presentation</b>				
a. Effective oral presentation of the study for non-technical audience, 3-5 minutes max	0	1	2	3
b. Q&A: how well did they answer questions?	0	1	2	3
<b>7. Poster component of presentation</b>				
a. organization, clarity, and visual impact	0	1	2	3
TOTAL				/33

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Award Recommendation:  None     1<sup>st</sup> Place     2<sup>nd</sup> Place     3<sup>rd</sup> Place

Please return completed scoring rubrics to the Discover Day check-in desk next to the Student Union Ballroom on the 2<sup>nd</sup> floor.

**Discover Day Poster Presentation Rating Chart**

<b>Category</b>	<b>0 = No Attempt</b>	<b>1= Developing</b>	<b>2= Competent</b>	<b>3= Exemplary</b>
1. Statement of Research Question or Problem	a. Lacking an original research question or problem b. Lacking an explanation of the justification for and the significance of the study	a. Poorly states original research question or problem b. Poor explanation of the justification for and the significance of the study	a. Adequately stated original research question or problem b. Adequate explanation of the justification for and the significance of the study	a. Clearly stated original research question or problem b. Clear explanation of the justification for and the significance of the study
2. Background information	a. Lacking an acknowledgment of existing research or scholarship b. Lacking explanation of why this study is needed to fill a gaps or add to existing knowledge	a. Poorly acknowledges existing research or scholarship b. Poor explanation of why this study is needed to fill a gaps or add to existing knowledge	a. Adequately acknowledges existing research or scholarship b. Adequate explanation of why this study is needed to fill a gaps or add to existing knowledge	a. Clearly acknowledges existing research or scholarship b. Clear explanation of why this study is needed to fill a gaps or add to existing knowledge
3. Methods/Theoretical Framework	a. Lacking a description of methods or theoretical framework	a. Poor description of methods or theoretical framework	a. Adequate description of methods or theoretical framework	a. Clear description of methods or theoretical framework
4. Analysis/Results	a. Lacking a clear presentation of data	a. Poor presentation of data	a. Adequate presentation of data	a. Clear presentation of data
5. Conclusions/Discussion	a. Failing to show how results or arguments effectively address the question(s) raised b. Does not convey the significance and importance of the finding or arguments	a. Poorly shows how results or arguments effectively address the question(s) raised b. Poorly conveys the significance and importance of the finding or arguments	a. Adequately shows how results or arguments effectively address the question(s) raised b. Adequately conveys the significance and importance of the finding or arguments	a. Clearly shows how results or arguments effectively address the question(s) raised b. Clearly conveys the significance and importance of the finding or arguments
6. Oral component of presentation	a. Ineffective presentation of materials (clear, concise, and under 5 mins)	a. Poor presentation of materials (clear, concise, and under 5 mins)	a. Adequate presentation of materials (clear, concise, and under 5 mins)	a. Clear presentation of materials (clear, concise, and under 5 mins)
7. Poster Component of presentation	a. Ineffective presentation of poster (e.g., aesthetics, organization)	a. Poor presentation of poster (e.g., aesthetics, organization)	a. Adequate presentation of poster (e.g., aesthetics, organization)	a. Clear presentation of poster (e.g., aesthetics, organization)