**Poster Presentation Judging Rubric**

Directions: Use the rubric below to score the student’s poster session and provide feedback. CURE is both a celebration of undergraduate research and a learning experience for students. Please provide descriptive written feedback to enrich the student’s learning experience.

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| --- | --- | --- | --- | --- | --- | --- |
| Category | Poor=1 | Fair=2 | Good=3 | Very Good=4 | Excellent=5 | Score |
| ***Significance/Relevance***  *\***ability to communicate the relevance and importance of their research/project both in oral presentation and poster.* | Student does not attempt to share significance or relevance of project/research. | Student minimally articulates the significance and does not communicate the relevance in the field of study or in society. | Student articulates significance. Some reference to the relevance in the field of study or in society. | Student articulates the significance by referring to a specific theory or problem and communicates the relevance in the field of study or in society. | Student clearly articulates the significance by referring to a specific theory or problem and communicates the relevance in the field of study or in society. | /5 |
| ***Poster Organization/Content***  *\***ability to organize poster content in a logical way, use appropriate text/font and grammar mechanics.* | Content organization is not logical. Font size, style, and/or design elements make poster content difficult to read or understand. More than five grammatical errors. | Content organization is sometimes logical. Font size, style, and/or design elements make the poster difficult to read. No more than three grammatical errors. | Content organization is logical and easy to follow most of the time. No more than two grammatical errors. | Content organization is logical and easy to follow. Font, size, style, design elements and use of white space make poster easy to read. One grammatical error. | Content organization is logical and easy to follow. Font size, style, design elements and use of white space make poster easy to read. No grammatical errors. | /5 |
| ***Explanation of Methods/Process***  ***\*****ability to explain methodology used* | No explanation of methods or process used. Or methods/process not explained on poster. | Method or process explained but unclear. | Method or process explained but could be clearer. | Method or process clearly explained. | Method or process clearly explained and reasoning behind chosen method clearly explained. | /5 |
| Category | Poor=1 | Fair=2 | Good=3 | Very Good=4 | Excellent=5 |  |
| ***Use of visuals***  *\***ability to use visuals effectively to tell the research story* | Visuals are not accessible/relevant, or not used. | Visuals are sometimes accessible and relevant. | Visuals are accessible and relevant. | Visuals are accessible, relevant and tell the research story. | Visuals are engaging, accessible and relevant. Visuals are used effectively to communicate research story. | /5 |
| ***Oral Presentation***  *\***ability to communicate clearly to audience, demonstrate knowledge of topic language, and engage audience.* | Does not demonstrate knowledge of project/subject. Unable to answer questions clearly. | Demonstrates minimal knowledge of project/subject. Some questions answered clearly. | Demonstrates some knowledge of project/subject and answers most questions clearly. | Demonstrates knowledge of project/subject and ease in answering questions but does not always elaborate. | Demonstrates in-depth knowledge of project/subject and shows ease in answering and elaborating on questions. | /5 |
| ***References***  \**use of references to support poster content* | No use of references. |  |  |  | List of references, resources and/or literature review present. | /5 |
| ***Total Score*** | | | | | | /30 |
| ***Comments:***  *\*What did the student do well?*  *\*How can the student improve?* |  | | | | | |