

Directions: For each category, multiply the ranking score (low 1, 2, 3, 4, or 5 high) by the number in bold next to the weight and enter the category score at the bottom of the page. Add the category scores to determine the total score. At the end of the session, confer with your co-judges to confirm your scores, and give the results to the Facilitator.

	Ranking	Poster Appearance	Research Methodology	Content	Student's Presentation Style
(weight)	Score	(20%) 4	(25%) 5	(35%) 7	(20%) 4
	1 (lowest)	Very poor visual presentation. Cluttered, no white space. Unable to read from 6 ft. distance. Text too small/poor font; many misspelled words; poor grammar. Graphics not related to research.	Poor methodology. Inappropriate choice of methods. Methods do not match project/research design.	Problem/purpose/hypothesis: difficult to discern relationships of each. Lacks creativity and innovation. Has no significance to the field of study.	Student(s) seemed disinterested. Unable to answer questions. Poor grasp of project. Poor communication skills.
	2	Poor visual presentation. Cluttered, little white space. Difficult to read from 6 ft. distance. Text small/poor font; some misspelled words and grammar problems. Graphics slightly related to research.	Fair methodology. Choice of methods not best fit for project/research design.	Problem/purpose/hypothesis: not cohesive. Demonstrates minimal creativity and innovation. Little relevance or significance to the field of study.	Student(s) unenthusiastic. Has difficulty answering questions. Has some understanding of project. Communication inappropriate or irrelevant. The class related to the poster was at least mentioned.
	3	Satisfactory visual presentation. Moderate alignment of text, graphics, white space. Can be read from 6 ft. distance. Text appropriate font/size; few misspelled words/grammar problems. Graphics related to research.	Methodology relevant. Research/project methods appropriate.	Problem/purpose/hypothesis: cohesive. Has some creativity and innovation. Moderately relevant and/or significant to the field of study.	Student(s) displays interest but limited engagement with audience. Able to answer questions with minimal depth. Communication appropriate and relevant. The link between the class taken and the content could have been elaborated upon more.
	4	High quality visual presentation. Balanced alignment of text, graphics, white space. Easily read from 6 ft. distance. Text appropriate font/size; good spelling/grammar. Graphics strongly related to research.	Methodology appropriate to problem/purpose/hypothesis. Good choice of project/research methods.	Problem/purpose/hypothesis: cohesive and able to determine relationships between them. Creative and innovative. Relevant and/or significant to the field of study.	Student(s) interested and engaged audience. Enthusiastic while discussing project. Answers to questions show good understanding of project. Good communication skills. The link between the class taken and the content of poster was reasonably clear.
	5 (highest)	Exceptional visual presentation. Excellent alignment of text, graphics, white space. Easily read from 6 ft. distance. Excellent text font/size, spelling and grammar. Excellent choice of graphics; strongly illustrates research.	Methodology very appropriate for problem/purpose/hypothesis. Research/project methods relevant, appropriate, and innovative; introduces new or expands on established ideas.	Problem/purpose/hypothesis: very cohesive and strongly related. Very creative and innovative. Significantly relevant to the field of study.	Student(s) very engaged and enthusiastic. Expresses ideas fluently. Answers to questions show profound understanding of project and critical thinking. Excellent communication skills. The link between the class taken and the content of the poster was explicitly explained. Showed mastery of the material beyond the poster.

Title/Student(s)	Appearance Score	Methodology Score	Content Score	Student's Presentation Style Score	Total Score