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| **Poster Assessment Rubric** | | | | |
| **Poster Number:** |  | | | |
| **Title:** |  | | | |
| **Group Members:** |  | | | |
|  | Below Expectations | Meets Expectations | Exceeds Expectations | Score |
| **Overall**  **Poster**  **Quality** | Few or nonexisting titles to clarify text; text is confusing; frequent changes in text size and color ; too many or too few photos and/or graphics; too wordy; grainy photos | Most titles and text are clear and enhance readability; a few changes in text size and color enhance understanding; adequate use of photos and/or graphics; adequate balance between text and background | Titles and text are clear and enhance readability; a few changes in text size and color enhance understanding; pleasing use of photos and/or graphics; good balance between text and background |  |
| **Proper use of text** | Poorly written and organized; unclear; hard to follow; misspelled words or poor grammar. Too much text, find yourself reading the poster, or no text at all. | Adequately written and organized; reasonably easy to follow. Adequate use of text and figures. | Easy to follow and understand; clear; well written and organized. Good balance between figures and text. |  |
| **Project Purpose and description** | Does not explain project problem/question or the hypothesis or has a confusing explanation | Project problem/question and hypothesis is somewhat described | Project problem/question and hypothesis is clearly stated and succinctly described |  |
| **Background knowledge** | Not able to explain background theory at all. | Articulates an understanding of background theory as it pertains only to the project. | Articulates broader understanding of background theory beyond the scope of the project. |  |
| **Articulation of impact and future directions** | Describes general descriptors of success and failure but doesn’t really discuss specifics | States opinion of project’s impact (positive, negative, or nonexistent) | Clearly states opinion of project’s impact (positive, negative, or nonexistent); presents data to prove impact; shows change in learning over time; draws conclusions |  |
| **Articulation of academic learning** | Does not clearly connect project experience to course content | Clearly connects project experience to course content | Clearly connects project experience to course content through examples, facts or theories; draws conclusions |  |
| **Comments** |  | | | |