

Poster Presentation Assessment Rubric—Appropriate Application of Methodology

Evaluation Criteria	Exceeds Expectations 3 Points	Meets Expectations 2 Points	Below Expectations 1 Points
Selection of an appropriate problem statement, question, hypothesis, aim	<input type="checkbox"/> Meets criteria plus the problem, hypothesis, aim is compelling and insightful	<input type="checkbox"/> Problem statement, hypothesis, aim complete, clear, and credible; Key constructs are defined and variables explained	<input type="checkbox"/> Vague problem statement, research question(s) not measurable; key constructs too broad and/ not clearly defined
Selection of an appropriate methodology to answer problem statement, question, hypothesis, aim *See expanded criteria on page 2 for arts, humanities, and ethics projects.	<input type="checkbox"/> Meets criteria plus selection of methodology represents creative thinking and demonstrates a new or improved approach to a problem	<input type="checkbox"/> Problem statement, question, hypothesis, and aim clearly translated into appropriate choices at the design level; appropriate research objectives	<input type="checkbox"/> Vague or incorrect methodology chosen to answer/address problem. Hypothesis, aim; inappropriate research objectives
Familiarity with background literature and previous work in the field * Note: A "references" section is not required.	<input type="checkbox"/> More extensive knowledge of background evidence	<input type="checkbox"/> Adequate knowledge of background evidence	<input type="checkbox"/> Subpar knowledge of background evidence in subject area
Clarity Of Poster	<input type="checkbox"/> Meets expectations, plus poster is visually attractive, catches the reviewer's eye, and holds his/her attention long enough to convey its message	<input type="checkbox"/> Well organized and clear; presents complex ideas/data in an understandable way; <u>includes all key components – abstract, introduction, methods, results, limitations, conclusions, references, statement of funding, potential conflicts of interest, and acknowledgments</u>	<input type="checkbox"/> Disorganized and unclear; missing key component(s)
Clarity of Presentation	<input type="checkbox"/> Meets expectations, plus presentation is concise and clear	<input type="checkbox"/> Organized; all components are present	<input type="checkbox"/> Disorganized and unclear; missing key components
Responses to Questions	<input type="checkbox"/> Meets expectations, plus student is able to demonstrate creative and original thinking and apply the concepts of the work to other domains	<input type="checkbox"/> Student is able to respond adequately to questions about the project	<input type="checkbox"/> Student unable to respond adequately to questions about the project

Poster Presentation Assessment Rubric—Appropriate Application of Methodology

Methodology Used	Exceeds Expectations 3	Meets Expectations 2	Below Expectations 1
Creative Arts: Visual and Performance	<p style="text-align: center;">□</p> <ul style="list-style-type: none"> • The media (visual/performance) communicate the goals of the project in a superior manner • superior analysis of the goals • superior composition and expression • superior aesthetic appeal • superior discussion of conclusions • superior application of appropriate skills (e.g. photography, dark room, staging) • in addition, the work is very creative and not just a review of established work 	<p style="text-align: center;">□</p> <ul style="list-style-type: none"> • The media (visual/performance) adequately communicate the goals of the project • adequate analysis of the goals • adequate composition and expression • adequate aesthetic appeal • adequate discussion of conclusions • adequate application of appropriate skills (e.g. photography, dark room, staging) 	<p style="text-align: center;">□</p> <ul style="list-style-type: none"> • The media (visual/performance) do not adequately communicate the goals of the project • inadequate analysis of the goals • inadequate composition and expression • inadequate aesthetic appeal • inadequate discussion of conclusions • inadequate application of appropriate skills (e.g. photography, dark room, staging)
Creative/Reflective Writing	<p style="text-align: center;">□</p> <ul style="list-style-type: none"> • The creative/reflective writing communicate the goals of the project in a superior manner • superior analysis of the goals • superior composition and expression • superior aesthetic appeal • superior discussion of conclusions. • In addition, the work is very creative and not just a review of established work 	<p style="text-align: center;">□</p> <ul style="list-style-type: none"> • The creative/reflective writing adequately communicate the goals of the project • adequate analysis of the goals • adequate composition and expression • adequate aesthetic appeal • adequate discussion of conclusions. 	<p style="text-align: center;">□</p> <ul style="list-style-type: none"> • The creative/reflective writing does not adequately communicate the goals of the project • inadequate analysis of the goals • inadequate composition and expression • inadequate aesthetic appeal • inadequate discussion of conclusions.
Critical Analysis of texts (literature, ethics, philosophy), laws or policies	<p style="text-align: center;">□</p> <ul style="list-style-type: none"> • Superior analysis of texts/laws/policies • arguments clear; counterarguments articulated • responses to counterarguments articulated • limitations of analysis acknowledged • gaps in knowledge identified • superior discussion of conclusions • appropriate skills applied (e.g. legal research). • In addition, critical analysis is creative and not just a review of established work. 	<p style="text-align: center;">□</p> <ul style="list-style-type: none"> • Appropriate analysis of texts/laws/policies • arguments clear; counterarguments articulated • responses to counterarguments articulated • limitations of analysis acknowledged • gaps in knowledge identified • adequate discussion of conclusions • appropriate skills applied (e.g. legal research) 	<p style="text-align: center;">□</p> <ul style="list-style-type: none"> • Inadequate or inappropriate analysis of texts/laws/policies • arguments undeveloped or unclear • counterarguments not articulated or inadequately articulated • responses to counterarguments absent or inadequately addressed • limitations of analysis not articulated or inadequately articulated • gaps in knowledge not clearly identified or inadequately identified • inadequate discussion of conclusions • appropriate skills not applied or not adequately applied (e.g. legal research)

<p>Historical Analysis</p>	<p style="text-align: center;">□</p> <ul style="list-style-type: none"> • Primary sources utilized • gaps in knowledge identified • superior analysis of sources • appropriate skills applied (e.g. locating primary sources) • in addition, application of the methodology represents creative input from the student and not just a repeat of established work. 	<p style="text-align: center;">□</p> <ul style="list-style-type: none"> • Primary sources utilized • gaps in knowledge identified • appropriate analysis of sources • appropriate skills applied (e.g. locating primary sources) 	<p style="text-align: center;">□</p> <ul style="list-style-type: none"> • Primary sources not utilized or underutilized • gaps in knowledge not identified • inappropriate or inadequate analysis of sources • appropriate skills not applied (e.g. interviewing, transcribing)
<p>Literary Analysis and Interpretation</p>	<p style="text-align: center;">□</p> <ul style="list-style-type: none"> • Superior analysis of literary materials • thesis clear • overview of criticism sufficient • limitations of analysis acknowledged • gaps in knowledge identified • superior discussion and illustration of textual interpretations. In addition, critical analysis is creative and not just a review of established work. 	<p style="text-align: center;">□</p> <ul style="list-style-type: none"> • Appropriate analysis of literary materials • thesis clear • overview of criticism sufficient • limitations of analysis acknowledged • gaps in knowledge identified • adequate discussion and illustration of textual interpretations. 	<p style="text-align: center;">□</p> <ul style="list-style-type: none"> • Inadequate analysis of literary materials • thesis unclear • overview of criticism insufficient • limitation of analysis not articulated or inadequately articulated • gaps in knowledge not clearly identified or inadequately identified • inadequate discussion and illustration of textual interpretations.
<p>Meta- analysis or Critical Systematic Review of Existing Literature</p>	<p style="text-align: center;">□</p> <ul style="list-style-type: none"> • Meets criteria plus superior discussion of overall results/conclusions • application of the methodology represents creative input from the student and not just a repeat of established work 	<p style="text-align: center;">□</p> <ul style="list-style-type: none"> • Clearly focused question or case for review • criteria clearly identified for literature review • all relevant studies included validity of studies clearly appraised as appropriate • relevant data extracted from studies • assessment of reproducibility as appropriate • appropriate quantitative analysis where applicable • overall results/conclusions clearly discussed 	<p style="text-align: center;">□</p> <ul style="list-style-type: none"> • Inadequately focused question • inadequate inclusion criteria for articles • missing relevant studies • validity of studies inadequately appraised • inadequate extraction of relevant data – points missed or misinterpreted • bias in the assessment of studies • inadequate comparison of results from study to study • Overall results/conclusions not adequately discussed

<p>Qualitative analysis</p>	<p style="text-align: center;">□</p> <ul style="list-style-type: none"> • Meets criteria plus convincing number of documented observations (reached saturation point of focus groups, document analyses and interviews) • insightful questions that mirror interesting research objectives • superior analysis of transcriptions leading to novel observations and conclusions • application of the methodology represents creative input from the student and not just a repeat of established work 	<p style="text-align: center;">□</p> <ul style="list-style-type: none"> • Sufficient documentation of observations including focus groups, document analysis and interviews • appropriate questions which match research objectives • appropriate analysis of transcripts and/or field notes • limitations acknowledged • applied inductive reasoning and generated appropriate inferences • adequate checks for reliability of analyses and conclusions • appropriate skills applied 	<p style="text-align: center;">□</p> <ul style="list-style-type: none"> • Insufficient documentation of observation • inadequate questions • inadequate analysis of transcripts • no or inadequate limitations acknowledged • inadequate checks for reliability of analyses and conclusions • inadequate application of skills (e.g. interviewing, transcribing)
<p>Quantitative Analysis</p>	<p style="text-align: center;">□</p> <ul style="list-style-type: none"> • Criteria for Meets Expectations. In addition, application of the methodology represents creative input from the student and not just a repeat of established work 	<p style="text-align: center;">□</p> <ul style="list-style-type: none"> • Sufficient number/power to answer the question • adequately designed measures • adequate statistical analysis performed • valid results/conclusions • limitations acknowledged <p>experiments adequately designed and implemented to test hypotheses</p>	<p style="text-align: center;">□</p> <ul style="list-style-type: none"> • Insufficient number/power to answer the question • inadequately designed measures • inadequate statistical analysis performed • invalid results/conclusions • no or inadequate explanation of limitations <p>experiments inadequately designed and implemented to test hypotheses</p>

