

## Poster Session Rubric

| CATEGORY                     | 4   | 3  | 2  | 1  |
|------------------------------|---|--|--|--|
| <b>Coverage of the Topic</b> | Details on the poster capture the important information about the topic and increase the audience's understanding.  | Details on the poster include important information but the audience may need more information to understand fully.  | Details on the poster relate to the topic but are too general or incomplete. The audience needs more information to understand.  | Details on the poster have little or nothing to do with main topic.  |
| <b>Use of Graphics</b>       | All graphics are related to the topic and make it easier to understand.   | All graphics are related to the topic and most make it easier to understand.   | All graphics relate to the topic.  | Graphics do not relate to the topic.   |
| <b>Organization</b>          | Information is very organized with clear titles and subheadings.  | Information is organized with titles and subheadings.  | Information is organized, but titles and subheadings are missing or do not help the reader understand.   | The information appears to be disorganized.  |
| <b>Layout and Design</b>     | All information on the poster is in focus and can be easily viewed and identified from 6 ft. away.  | Most of the information on the poster is in focus and the content easily viewed and identified from 6 ft. away.  | Most of the information on the poster is in focus and the content is easily viewed and identified from 4 ft. away.   | Much of the information on the poster is unclear or too small.   |
| <b>Sources</b>               | All sources (information and graphics) are accurately documented.   | All sources (information and graphics) are accurately documented, but there are a few errors in the format.  | All sources (information and graphics) are documented, but information is incomplete or many are not in the desired format.  | Some sources are not accurately documented.  |
| <b>Mechanics</b>             | No grammatical, spelling or punctuation errors.   | Almost no grammatical, spelling or punctuation errors  | A few grammatical, spelling, or punctuation errors.  | Many grammatical, spelling, or punctuation errors.   |
| <b>Presentation</b>          | The presentation was the appropriate length. It did not seem hurried or too slow. The presenter spoke clearly and distinctly and established eye contact with the audience. | The presentation was the appropriate length but seemed slightly hurried or too slow. The presenter spoke clearly most of the time and established eye contact with the audience. | The presentation was the appropriate length but seemed very hurried or too slow. The presenter spoke clearly and distinctly only some of the time and/or established little eye contact with the audience. | The presentation was too long or too short. The presenter did not speak clearly most of the time and established little eye contact with the audience. |

Rubric developed with materials from the RubiStar Web site: <http://rubistar.4teachers.org/index.php>