<table>
<thead>
<tr>
<th>Category</th>
<th>10 (A+)</th>
<th>9 (A)</th>
<th>8 (A-)</th>
<th>7 (B+)</th>
<th>6 (B)</th>
<th>5 (B-)</th>
<th>4 (C+)</th>
<th>3 (C)</th>
<th>2 (C-)</th>
<th>1 (D)</th>
<th>0 (D-)</th>
<th>Score</th>
</tr>
</thead>
</table>
| Introduction     | • Authors, composers, collaborators, advisors and/or performers are clearly identified.  
• Introduction is appropriate for the type of performance and assists in the audience experience. | • Authors, composers, collaborators, and/or performers are acknowledged.  
• Introduction is appropriate for the type of performance | • Author/composers are identified  
• Introduction is provided for the performance | • Introduction is not present or poorly presented |
| Context          | • Study’s intent is clearly and concisely stated  
• Scholarly sources are cited correctly and provide context for the study | • Intent for the study are clear  
• Scholarly sources cited correctly and provide context | • Context is identified but somewhat unclear  
• Scholarly sources are used, but not cited | • Context is not identified  
• Scholarly sources are not used or are inappropriate |
| Visual Item      | • The visual artifact/item enhances the audience understanding  
• Display of item is appropriate and visible for all audience members  
• Visual item is an essential part of the presentation | • Visual item illustrates aspect(s) of the project  
• Display of item is appropriate and visible for all audience members  
• Visual item is used effectively in the presentation | • Visual item illustrates aspect(s) of the project  
• Item is displayed but not easily seen  
• Visual item is referenced in the presentation | • Visual item lacks intentional choice  
• Appearance lacks professionalism  
• Visual item is not a part of the presentation |
| Graphic Content  | • Graphic presentation is organized  
• Graphics add appeal to the poster  
• Graphics are purposeful—they enhance the understanding for a general audience | • Graphic presentation is organized  
• Graphics are purposeful—they are clearly connected to the study  
• Terms are defined | • Graphics are organized  
• Graphics are not easily understood  
• Some terms need definition | • Graphics are unclear  
• Graphics do not enhance the presentation  
• Terms are not understood |
| Oral Execution   | • Grammar is correctly executed  
• Spoken presentation is clearly planned and organized  
• Professionalism is evident | • Grammar is appropriate  
• Thoughtful preparation is evident  
• Presentation contains meaningful connections between sections | • Grammar is inconsistent  
• Organization efforts are evident  
• Transitions require attention | • Technically weak and lacking  
• Not representative of a strong presentation |
| Inquiry Methods  | • Clearly explains process of inquiry  
• Data collection and/or decisions appropriate for the topic  
• Analysis is grounded in prior study | • Inquiry process is identified  
• Data collection and/or decisions appropriate for the topic  
• Analysis process appropriate for these data | • Process of inquiry followed, but not clearly identified  
• Data collection appropriate for the discipline  
• Analysis is organized | • Inquiry process is not a part of the presentation  
• Data collection lacks purpose  
• Disorganized |
| Conclusions      | • Strong conclusion/analysis understandably presented  
• Identifies implications and future directions  
• Significance to field and society is conveyed | • Appropriate conclusions & analysis  
• Clearly connected to the question and data  
• Significance to field and society conveyed effectively | • Conclusions are connected to data  
• Use of study conclusions are not identified effectively  
• Significance to society is not presented | • Conclusions are not grounded in the study  
• Conclusions are not clearly identified |
| Personal Demeanor | • Establishes eye contact  
|                  | • Confident and professional presentation  
|                  | • Listens well to questions  
|                  | • Is easily heard  
|                  | • Shows interest in the audience  
|                  | • Demonstrates careful preparation for presentation  
|                  | • Speaks at an appropriate volume  
|                  | • Demonstrates clear interest in the topic  
|                  | • Preparation is evident  
|                  | • Is difficult to hear or understand  
|                  | • Does not demonstrate interest  
|                  | • Preparation is lacking  
| Presentational Content | • Clearly conveys topic and major points  
|                       | • Answers questions well  
|                       | • Language is appropriate to the audience and is easily understood  
|                       | • Knowledgeable and professional presentation  
|                       | • Is responsive to questions  
|                       | • Language is appropriate and understood within discipline  
|                       | • Demonstrates basic understanding  
|                       | • Presentation is organized  
|                       | • Requires specialized knowledge to understand study  
|                       | • Lacks clarity  
|                       | • Presentation is not clearly connected to the poster  
| Judge's discretionary score/ overall quality | • Excellent  
| Comments: | • Strong  
| | • Fair  
| | • Poor  
| | Total Score (out of 100)  