<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>
| Access        | • Authors, collaborators, advisors are clearly identified.  
               • Title conveys meaning and access to a general audience  
               • Terms are defined clearly  
               • Author and advisor are clearly identified  
               • Title associated with study  
               • Information requires specific knowledge for understanding  
               • Author and advisor are not clearly presented  
               • Difficulty in identifying title with the study  
| Context       | • Study’s intent is clearly and concisely stated  
               • Scholarly sources are cited correctly and provide context  
               • Intent for the study is clear  
               • Scholarly sources are used, but not cited  
               • Context is identified but somewhat unclear  
               • Scholarly sources are not used or are inappropriate  
| Visual Presentation | • Layout and presentation attract attention  
                          • Text is easily read from a distance of 4-6 feet  
                          • Artistic choices (color/spacing) enhance understanding  
                          • Layout/presentation effective  
                          • Text well-spaced & readable  
                          • Appearance assists in understanding  
                          • Layout/presentation organized  
                          • Overall appearance is clean  
                          • Organization is present, but does not necessarily enhance understanding  
                          • Layout/presentation lacks intentional choice  
                          • Appearance lacks professionalism  
                          • Organization detracts from the understanding  
| 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  
| Execution      | • Spellings and grammar are correct  
                          • Research permissions are cited (if required)  
                          • Professional format is evident  
                          • Spelling are correct  
                          • Sources are used and cited  
                          • Thoughtful preparation is evident  
                          • Spelling and grammar are inconsistent  
                          • Sources are used but not cited  
                          • Detailed preparation not evident  
                          • Technically weak and lacking  
                          • Not representative of a strong poster  
| Research Methods | • Clearly explains process of inquiry and data collection is appropriate for the question  
                           • Analysis is grounded in prior study  
                           • Inquiry process is identified  
                           • Data collection is appropriate for the question  
                           • 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  

**Please total your score for us.**
<table>
<thead>
<tr>
<th>Personal Demeanor</th>
<th>Presentational Content</th>
<th>Judge’s discretionary score/ overall quality</th>
<th>Comments:</th>
<th>Total Score (out of 100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Establishes eye contact</td>
<td>• Clearly conveys topic and major points</td>
<td>• Excellent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Confident and professional presentation</td>
<td>• Answers questions well</td>
<td>• Strong</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Listens well to questions</td>
<td>• Language is appropriate to the audience and is easily understood</td>
<td>• Fair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Is easily heard</td>
<td>• Knowledgeable and professional presentation</td>
<td>• Poor</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Demonstrates clear interest in the topic</td>
<td></td>
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<tr>
<td></td>
<td>• Demonstrates careful preparation for presentation</td>
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<tr>
<td></td>
<td>• Speaks at an appropriate volume</td>
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</tr>
<tr>
<td></td>
<td>• Demonstrates basic understanding</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>• Presentation is organized</td>
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<tr>
<td></td>
<td>• Requires specialized knowledge to understand study</td>
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<tr>
<td></td>
<td>• Does not demonstrate interest</td>
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</tr>
<tr>
<td></td>
<td>• Preparation is lacking</td>
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</tbody>
</table>

Lacks clarity
Presentation is not clearly connected to the poster