**Learning goal:**

**Students will communicate effectively in a variety of formats related to the discipline of biology.**

**Student product that provides evidence of communication skills: Student Research Day posters**

**Grading rubric for research posters:**

**(Give a number of 3, 2, or 1 that best reflects the outcome within each category.)**

1. **Content**

**A. Background/Significance/Introduction**

**3-** A quick review of the poster indicates what research has been conducted and why. Enough background is provided for context and purpose. The significance of the research is clearly addressed and it is important and interesting.

**2-** The reader may have to pause and search a bit, but the student researcher provides some background and explains the purpose of the research.

**1-** The poster is lacking in background and it is hard to identify why the research is important.

**B. Methods/Procedure/Results**

**3-** Methods are clear and results are presented logically and concisely. Work is properly cited or referenced. Figures, pictures, tables and other visual elements are appealing, reinforce the content and make it easy to grasp. Poster does not contain unnecessary text.

**2-** Methods are clear and results are presented logically but contain some unnecessary information and/or wordy descriptions. Citations and/or references are present but may be inappropriate or used incorrectly. Figures, pictures, tables and other visual elements reinforce the content but may not illuminate it well.

1. The poster is lacking in methods and results. Or, these elements are present but are either over- or under-developed. Poster lacks citations or references. Figures, pictures, tables and other visual elements are related to the content but do not illuminate it or appear amateurish.

**C. Discussion/Conclusions/Implications**

**3-** The student researcher clearly and concisely summarizes the purpose and findings of the research. The inferences drawn are consistent with the results presented. The writer distinguishes between fact and implication, avoids overgeneralizing, and offers suggestions for further research.

**2-** The student researcher summarizes the purpose and findings of the research. There is a disconnect between some inferences drawn and the results presented. The writer overgeneralizes and/or does not offer suggestions for further research.

1. Student does not summarize the results or no inferences are drawn from the data presented.

**II. Audience Awareness**

**3-** The student addresses the educated lay audience by adjusting word choice, style, and content. The writer does not assume that the reader is in the same discipline.

**2-** There is some attempt to address the educated lay audience, but the student sometimes lapses into an alternate style (for example, too technical for a lay audience or too colloquial for a scholarly audience).

**1-** The student tends to forget the audience and simply presents the topic or issue. The student uses essay-like conventions or style.

**III. Visual Design**

**3-** Color is used purposefully and tastefully to attract attention and guide the reader. Photographs, graphs, tables, etc. are used appropriately. Poster can be read legibly from a distance of 2-3 feet. Fonts are not distracting and are used uniformly and artistically (all headings the same type and size at each level, for example).

**2-** Color has purpose but may be less than tasteful and somewhat distracting. The poster is legible form 2-3 feet and looks balanced. Most of the photographs, graphs, tables, etc. are used appropriately. Fonts are not distracting and are used uniformly (all headings the same type and size at each level, for example).

**1-** Color is used randomly. The poster is not legible from a reasonable distance. Photographs, graphs, tables, etc. are extraneous. Fonts are not uniform in type or size. The poster looks unbalanced or crowded.

**IV. Professionalism**

**3-** No misspellings or grammar errors. The poster looks professional.

**2-** The spelling or grammar may not be perfect, but the errors are not distracting. The poster is neat and presentable, but not memorable.

**1-** Spelling, grammar and punctuation errors make the poster annoying or difficult to read. The poster looks hastily prepared.

**Student Research Poster Assessment Sheet**

*In accordance with assessment guidelines for the Department of Biology, the following form is to be completed for each poster presented by biology students at Student Research Day. Please make the necessary copies of this sheet so that each poster is assessed. Once you have completed all evaluations of posters give by biology students, give all forms to Faith Bogstad, Biology Department Academic Associate.*

Name of student presenter(s) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of presentation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Title of poster \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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*Use the scale of 3, 2, or 1 as indicated in assessment rubric for each of the following categories:*

\_\_\_\_\_\_\_ Content - Background/Significance/Introduction

\_\_\_\_\_\_\_ Content – Methods/Procedure/Results

\_\_\_\_\_\_\_ Content - Discussion/Conclusions/Implications

\_\_\_\_\_\_\_ Audience Awareness

\_\_\_\_\_\_\_ Visual Design

\_\_\_\_\_\_\_ Professionalism