

GRADUATE/PROFESSIONAL EVALUATION

	Excellent: 5	Very Good: 4	Good: 3	Fair: 2	Needs Improvement: 1
ABSTRACT (5% of total score)					
	The major aspects of the work are summarized in a clear, concise way within the word limit. Information presented includes 1) the overall purpose of the study; 2) the basic design of the study; 3) major findings; and, 4) a brief summary of interpretations and conclusions. Minimal technical jargon is used.	The major aspects of the work are summarized in a clear, concise way within the word limit. All required sections present. Some minor/non-essential information is included. Limited technical jargon is used.	The major aspects of the work are summarized within the word limit, typically in a concise way. Some information/sections may be not completely clear or redundant. Some technical jargon used.	The major aspects of the work are summarized within the word limit. Information presented not always clear and may lead to misinterpretation of results. Few grammatical errors and typos. Some sections may be missing. Too much technical jargon used.	The major aspects of the work are not clearly summarized. The abstract fails at communicating the objectives and findings of the study. Excess of technical jargon. Several grammatical errors and typos.
POSTER CONTENT (45% of total score)					
Title & Introduction	Title and intro frame the problem in a compelling way. Title is appropriately formatted. Numerous citations are included and are appropriately placed.	Title and intro frame the problem in a somewhat compelling way. Title format is largely correct. Includes numerous citations that are typically appropriately placed.	Intro frames the problem in an adequate way. Title format is largely correct. Includes some citations that are typically appropriately placed.	Intro poorly frames the problem. Title format has several errors. Includes few citations that are often inappropriately placed.	Intro does not frame the problem. Title format has many errors. Does not include citations.
Objectives	Objectives are concise, easily understood, and appropriate to the study.	Objectives are concise, somewhat easily understood, and mostly appropriate to the study.	Objectives may or may not be concise, often not easily understood, and somewhat appropriate to the study.	Objectives not concise, not easily understood, and somewhat appropriate to the study.	Objectives are missing, incomprehensible, or inappropriate.
Materials and Methods	Study design is clear and concise. Methods address the hypothesis. All appropriate techniques are effectively presented. All controls or comparative groups are included.	Study design is generally clear and concise. Methods address the hypothesis. Most techniques are appropriate and effectively presented. Most controls or comparative groups are included.	Study design is generally clear. Methods do not directly address the hypothesis. Some techniques are appropriate and effectively presented. Most controls or comparative groups are included.	Study design is somewhat unclear. It is unclear how methods address the hypothesis. Some techniques are inappropriate or ineffectively presented. Some controls or comparative groups may be included.	Study design is unclear. Methods do not address the hypothesis. Techniques are inappropriate, ineffectively presented, or missing. Controls or comparative groups are not included.
Results & Discussion	Data are effectively presented and sufficient to address the hypothesis or goal of the project. Results and discussion are clear and concise.	Majority of data are effectively presented and sufficient to address the hypothesis or goal of the project. Results and discussion are mostly clear and concise.	Majority of data are adequately presented and sufficient to address the hypothesis or goal of the project. Results and discussion are somewhat clear and concise.	Data are inadequately presented and insufficient to address the hypothesis or goal of the project. Results and discussion are somewhat unclear and are not concise.	Data are very poorly presented, insufficient to address the hypothesis or goal of the project; or missing. Results and discussion are very unclear and are not concise.
Significance	Significance is appropriate to the study and is effectively communicated. Effective mention of broader impacts.	Significance is appropriate to the study and generally is effectively communicated. Adequate mention of broader impacts.	Significance is somewhat appropriate to the study and is adequately communicated. Some mention of broader impacts.	Significance is unclear and poorly communicated. Little mention of broader impacts.	Significance is not provided or is not compelling. No mention of broader impacts.
POSTER DESIGN (20% of total score)					
Overall appearance	Poster includes all required elements. Professional, neat appearance. Color contributes to overall impression: good contrast, no conflicting backgrounds. Design significantly enhances effectiveness of message. Poster is entirely self-explanatory.	Poster includes most required elements. Good but not exceptional use of color. Design supports effectiveness of message. Poster is almost entirely self-explanatory.	Poster includes some required elements. Adequate use of color. Design somewhat enhances effectiveness of message. Poster is somewhat self-explanatory.	Poster includes a few required elements. Design is sloppy and disorganized. Poor use of color. Design somewhat detracts from effectiveness of message. Much of the poster is not self-explanatory.	Poster includes few or no required elements. Little or no effort. Color detracts from the message. Design severely diminishes effectiveness of message. Poster is not self-explanatory.
Text	Appropriate font selection and size: legible from 2-3 feet away with large fonts. Very easy to read. Consistent text hierarchy. Concise wording. Bulleted lists are used to facilitate reading. Text content relates to figures, tables and photos.	Appropriate font selection and size: mostly legible from 2-3 feet away with large fonts. Minor inconsistencies in text hierarchy. Most wording is concise. Bulleted lists are used to facilitate reading. Text content mostly relates to figures, tables and photos.	Appropriate font selection and size, but several sections are illegible from 2-3 feet away. Minor inconsistencies in text hierarchy. Most wording is concise. Bulleted lists are used inconsistently to facilitate reading. Text content somewhat relates to figures, tables and photos.	Improper font selection and size. Many sections are illegible from 2-3 feet away. Many inconsistencies in text hierarchy. Text is excessively wordy. Bulleted lists are not used to facilitate reading. Text content rarely relates to figures, tables and photos.	Poor font selection and size. Poster is illegible from 2-3 feet away. Text hierarchy is inconsistent. Bulleted lists are not used to facilitate reading. Text content does not relate to figures, tables and photos.
Figures, tables, and photos	Effective use of all figures, tables and photos; well-coordinated with text.	Effective use of all figures, tables and photos; majority are well-coordinated with text.	Effective use of most figures, tables and photos; majority are well-coordinated with text.	Poor use of many figures, tables and photos; majority are poorly coordinated with text.	Figures and photos are blurry, illegible, irrelevant or lacking, and detract from the message.
Grammar and spelling	Perfect grammar and spelling: no errors.	One or two errors found in body text; no errors in headings.	Three or four errors found in body text; no errors in headings.	Several errors found in body text; one or more errors found in headings.	Major errors found throughout body text and headings.
POSTER PRESENTATION (30% of total score): Based on in person presentation					
Mastery of content	Demonstrates an exceptional level of expertise; the project and research methodology are clearly and coherently explained.	Demonstrates a high level of expertise; may have a few points that are unclear to a general audience.	Generally demonstrates expertise, though may have some points that are unclear.	Generally demonstrates expertise, but is lacking specialized knowledge; has multiple points that are unclear or incomplete.	Does not demonstrate expertise or is clearly lacking knowledge in research area; has numerous points that are unclear or do not make sense.
Critical thinking and communication skills	Thoughtfully responds to questions and engages the audience in a meaningful way; offers critical insight that is relevant to the wider research field.	Thoughtfully responds to questions and engages the audience in a meaningful way; insight into the wider research field could be improved.	Responds to questions appropriately, though discussion may be incomplete; insight into the wider research field could be improved.	Difficulty responding to questions; offers minimal or incomplete discussion.	Struggles significantly to respond to research questions; provides an incomplete discussion or is altogether absent.