

ABRCMS Judging Rubric – Poster & Oral Presentations

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SCORE	HYPOTHESIS AND/OR STATEMENT OF PROBLEM	METHODS AND CONTROLS/COMPARISON	RESULTS	CONCLUSION AND FUTURE WORK
5	<ul style="list-style-type: none"> • A logical hypothesis/statement of problem was presented clearly. • Background information was relevant and summarized well. Connections to previous literature and broader issues were clear. • Goal of project was stated clearly and concisely; showed clear relevance beyond project. 	<ul style="list-style-type: none"> • Thorough explanation of why particular methods were chosen. • Clear discussion of controls or comparative groups; all appropriate controls or comparative groups were included. 	<ul style="list-style-type: none"> • Substantial amounts of high quality data were presented sufficient to address the hypothesis. • Presentation of data was clear, thorough, and logical. 	<ul style="list-style-type: none"> • Reasonable conclusions were given and strongly supported with evidence. • Conclusions were compared to hypothesis and their relevance in a wider context was discussed.
4	<ul style="list-style-type: none"> • A logical hypothesis/statement of problem was presented. • Background information was relevant, but connections were not clear. • Goal of project was stated clearly; showed relevance beyond project. 	<ul style="list-style-type: none"> • Good explanation of choice of methods • Clear discussion of controls or comparative groups; most controls or comparative groups were included. 	<ul style="list-style-type: none"> • Sufficient amounts of good data were presented to address the hypothesis. • Presentation of data was clear and logical. 	<ul style="list-style-type: none"> • Reasonable conclusions were given and supported with evidence. • Conclusions were compared to hypothesis, but their relevance was not discussed.
3	<ul style="list-style-type: none"> • A questionable hypothesis/statement of problem was presented. • Background information was relevant, but connections were not made. • Goal of project was stated understandably. 	<ul style="list-style-type: none"> • Little comment on why the methods were chosen and others not chosen. • Adequate discussion of controls or comparative groups; some significant controls or comparative groups were lacking. 	<ul style="list-style-type: none"> • Adequate amounts of reasonably good data were presented to address the hypothesis. • Presentation of data was not entirely clear. 	<ul style="list-style-type: none"> • Reasonable conclusions were given. • Conclusions were not compared to the hypothesis and their relevance was not discussed.
2	<ul style="list-style-type: none"> • A questionable hypothesis/statement of problem was presented and was not necessarily supported. • Some relevant background information was included, but not connected. • Goal of project was not clear. 	<ul style="list-style-type: none"> • No discussion of choice of methods. • Controls or comparative groups not adequately described; some appropriate controls or groups were missing. 	<ul style="list-style-type: none"> • Some data were lacking not fully sufficient to address the hypothesis. • Presentation of data was included, but unclear or difficult to comprehend. 	<ul style="list-style-type: none"> • Conclusions were given. • Little connection with the hypothesis was apparent.
1	<ul style="list-style-type: none"> • The hypothesis/statement of problem was inappropriate or was missing. • Little or no background information was included or connected. • Goal of project was not stated. 	<ul style="list-style-type: none"> • Methods section missing. • Serious lack of controls or discussion of controls. 	<ul style="list-style-type: none"> • Results are not yet available or reproducible. • Presentation of data was missing. 	<ul style="list-style-type: none"> • Conclusions were missing. • There was no connection with the hypothesis

SCORE	OVERALL PRESENTATION & HANDLING QUESTIONS	POSTER BOARD OR POWERPOINT PRESENTATION
5	<p>Student:</p> <ul style="list-style-type: none"> • Demonstrates a very strong knowledge of the research project • Speaks clearly, naturally and with enthusiasm; makes eye contact • Comfortably uses visual aids to enhance presentation • Answers difficult questions clearly and succinctly • Presentation is consistently clear and logical 	<ul style="list-style-type: none"> • All expected components are present, clearly laid out, and easy to follow in the absence of presenter • The text is concise, legible, and consistently free of spelling or typographical errors; the background is unobtrusive • The figures and tables are appropriate and consistently labeled correctly • Photographs/tables/graphs improve understanding and enhance the visual appeal
4	<p>Student:</p> <ul style="list-style-type: none"> • Demonstrates a good knowledge of the research project • Speaks clearly and naturally; makes eye contact • Uses visual aids to enhance the presentation • Answers most questions • Presentation is clear for the most part, but not consistently 	<ul style="list-style-type: none"> • All expected components are present, but layout is crowded or jumbled and somewhat confusing to follow in the absence of presenter • The text is relatively clear, legible, and mostly free of spelling or typographical errors; the background is unobtrusive • Most of the figures and tables are appropriate and labeled correctly • Photographs/tables/graphs improve understanding
3	<p>Student:</p> <ul style="list-style-type: none"> • Demonstrates some knowledge of the research project • Reads from the poster (slide or script) some of the time • Uses some visual aids to enhance the presentation • Has some difficulty answering challenging questions • Presentation is generally unclear and inconsistent 	<ul style="list-style-type: none"> • Most of the expected components are present, but layout is confusing to follow in the absence of presenter • The text is relatively clear and legible, but inconsistently free of spelling or typographical errors; the background may be distracting • The figures and tables are not always related to the text, or appropriate, or are labeled incorrectly • Photographs/table/graphs do not improve understanding
2	<p>Student:</p> <ul style="list-style-type: none"> • Demonstrates a poor knowledge of the research project • Reads from the poster (slide or script) most of the time • Does not use the available visual aid to enhance presentation effectively • Has difficulty answering questions • Presentation is unclear 	<ul style="list-style-type: none"> • Some of the expected components are present, but layout is untidy and confusing to follow in the absence of the presenter. • The text is hard to read due to font size or color and inconsistently free of spelling or typographical errors; the background may be distracting. • The figures and tables are not related to the text, or are not appropriate, or are poorly labeled. • Photographs/tables/graphs are limited and do not improve understanding of the project.
1	<p>Student:</p> <ul style="list-style-type: none"> • Does not demonstrate any knowledge of the research project • Reads from the poster (slide or script) all the time • Does not use the available visual aid to enhance presentation • Does not understand questions • Presentation is very confusing 	<ul style="list-style-type: none"> • Some of the expected components are present, but poorly laid out and confusing to follow in the absence of the presenter. • The text is hard to read, messy and illegible, and contains multiple spelling or typographical errors very poor background • The figures and tables are poorly done • Visual aids are not used

