

Project Sheet 2 - Poster Rubric

Component	Excellent	Good	Adequate	Inadequate
Content	Material abundantly supports the topic. Technical level matches audience knowledge level. No extraneous content.	Material sufficiently supports the topic. Technical level approaches audience knowledge level. Little extraneous content.	Material minimally supports the topic. Technical level minimally matches audience knowledge level.	Material does not support the topic. Use of technical terms and jargon does not match audience knowledge level. Irrelevant or distracting content. Errors.
Visuals	Text is easily readable. Graphics used constantly support the presentation. Slide composition has a professional look that enhances the presentation.	Text is readable. Graphics use mostly supports the presentation. Slide composition is good enough that it does not detract from the presentation.	Some problems such as: text is readable with effort, graphics used don't supports the presentation, or slide composition sometimes distracts from the presentation.	Text is not readable. Graphics use does not support the presentation. Slide composition format is clearly distracting, obscuring the presentation.
Presentation Skills	Clearly audible. Attitude indicates confidence and enthusiasm. Technology is used fluently. Well paced. Engagement with audience. Audience attention is constantly maintained.	Clearly heard but not polished. Attitude indicates confidence but not enthusiasm. Technology is used competently. Reasonably pace. Audience attention is mostly maintained.	Some of: difficult to hear, moments of awkwardness, or attitude indicating some lack of confidence and/or disinterest in subject. Technology issues. Rushed presentation. Audience attention is minimally maintained.	Inaudible. Or frequent awkward pauses. Attitude indicates lack of confidence and/or disinterest in subject. Repeated distracting gestures or movements. Audience attention is not maintained.
Organisation	Information presented in logical and interesting sequence that the audience can easily follow.	Information presented in a logical sequence, e.g., terms defined before or during use, and ideas introduced in a sequence that builds understanding of the topic.	Information not always presented in a logical sequence, or transitions between topics are weak, but overall sequence is still possible to understand.	Information not presented a logical sequence; audience finds sequence difficult.
Ability to Answer Questions	Questions are answered accurately and succinctly, demonstrating knowledge of the material, and an ability to think on one's feet.	Questions are answered well, including the possibility of admitting ignorance.	Answers are correct, but confused, or don't really answer the question asked, but are still relevant.	Questions are answered incorrectly, or aggressively.

There is no intention that you will be awarded “marks” for each area. The final mark will be an overall impression – however, some guidance follows below, in line with the standard grade descriptors for the University:

- **High Distinction:** excellent performance in most areas of assessment, and no worse than good in any.
- **Distinction:** excellent performance in 1-3 areas, and good performance in all others.
- **Credit:** Adequate or above in all categories, with at least good in several.
- **Pass:** Inadequate performance in no more than one category, and adequate or above in all others.
- **Fail:** Inadequate performance in more than one area.

However, these are simply a guide and will not be applied dogmatically. A good talk is more than the sum of its parts. Exceptional performance in one area might compensate for deficiency in another.