



MATERIALS SCIENCE & SOLID STATE CHEMISTRY

POSTER ASSESSMENT

SCI 1410

COMMUNICATION

Criteria	Levels								
	Exemplary (A)			Competent (B)			Developing (C)		
Poster format, style and audience	The poster exhibits a polished and professional design. The poster is clear, concise, and coherent. Audience is appropriate.			The poster exhibits a very good design and layout. The poster is well written and easy to read, but there may be some minor areas of awkwardness or lack of stylistic coherence.			The poster format and design are adequate. Most of the poster is understandable, but some sections may be hard to follow or lack clarity or completeness.		
Grade:	A+	A	A-	B+	B	B-	C+	C	C-
Writing mechanics	The poster is virtually free of spelling, punctuation, and grammatical errors. Word choices are appropriate. Errors are easily ignored or tolerated, given the overall quality.			The poster may contain some noticeable but relatively minor spelling, punctuation, word choice, or grammatical errors.			The poster contains grammatical, punctuation, or spelling errors that distract the reader and are difficult to ignore.		
Grade:	A+	A	A-	B+	B	B-	C+	C	C-
Layout, organization and flow	The poster has a logical layout that provides for easy reader navigation. Transitions between sections are smooth. Poster sections help navigation. Figures are effectively positioned.			The poster is generally well organized and the flow was considered; but there are some problems with organization that lead to difficult navigation or interpretation of the work.			The poster is lacking an effective organizational strategy. It may be poorly organized in some sections, and it may have insufficient or awkward transitions between sections or ideas.		
Grade:	A+	A	A-	B+	B	B-	C+	C	C-
Creativity, purpose, and context	The poster exhibits creativity and originality. The context and motivation for the poster are very clear.			The poster has a purpose and is relatively engaging. It provides some contextual framing and some sense of the project goals.			The poster is lacking in creativity, purpose, or context. It's not clear why this poster exists, and you would not want it on your wall.		
Grade:	A+	A	A-	B+	B	B-	C+	C	C-
Figures and tables (including photos and graphics)	The poster includes appropriate, accurate, and clear tables, figures, and graphs, with descriptive figure captions and annotations. Graphs are of correct type and include proper labels, scaling, and units.			Tables, graphs, and figures are generally accurate, appropriate, and clear. Some may contain minor errors, or lack clear annotations and/or figure captions. Photos have problems with color, lighting, or focus.			Tables, graphs, and figures (e.g., photos and sketches) have significant errors that distract the reader and are difficult to ignore.		
Grade:	A+	A	A-	B+	B	B-	C+	C	C-
Colors and fonts	The poster makes effective use of a color scheme. Fonts are easy to read, and font choices and sizes aid reader navigation.			Some color and font choices detract from the readability of the poster (e.g., dark text on a dark background; random color selections).			Ineffective color scheme, limited use of color, and/or poor font selection or scaling.		
Grade:	A+	A	A-	B+	B	B-	C+	C	C-
Reference sources	Information from researched sources is woven into the text. Sources are properly referenced.			Sources are listed, but reference information is not well integrated or incomplete.			Cited references are used very little, and the researched information is not well integrated.		
Grade:	A+	A	A-	B+	B	B-	C+	C	C-

Communication Overall Grade:			
Comments:			

QUALITATIVE ANALYSIS

Criteria	Levels								
	Exemplary (A)			Competent (B)			Developing (C)		
Interpretation, discussion, and support of results Grade:	Results presented on the poster are fully interpreted. Accurate conclusions are drawn and supported. Discussion is supported by relevant theory and literature citations. The poster is free from technical errors. A+ A A-			Most results are properly interpreted and compared with literature values, but some results are not fully explained and supported. Conclusions are generally accurate, but may not be fully supported by the discussion. B+ B B-			Results are not interpreted in a logical way or compared with literature values. Analyses contain some technical errors. Conclusions lack accuracy or clarity. C+ C C-		
Connections Grade:	The poster, either through text or graphics, presents an interconnection of project results, technical concepts, and relevant theory. A+ A A-			Some interconnections among project results, technical concepts, and theory are unclear. B+ B B-			The poster lacks strong or clear connections of project results to technical concepts or relevant theory. C+ C C-		
Contextual framing Grade:	Clear, logical connections are drawn between technical information and pertinent contextual information. A+ A A-			Most technical information is connected to or informed by the appropriate context, but some of these connections may lack clarity. B+ B B-			Some connections between technical concepts and context are incorrect or incomplete. C+ C C-		
Clear arguments Grade:	Conclusions from the qualitative analyses are clear, and all arguments are clearly justified from the presented information. A+ A A-			Some of the arguments or conclusions are not well connected to the information in the poster. B+ B B-			Some arguments are implied or incorrect; justification is weak. C+ C C-		
Insight and significance (Who cares?) Grade:	Insights are drawn regarding the significance of the results and analyses, and interesting observations or issues are discussed. The value of the work is clear. A+ A A-			The poster does not provide for clear or convincing value, interest, or insight. Some opportunities for interesting observations or insightful analysis are overlooked. B+ B B-			Unanswered questions (that could have been answered) remain. Few opportunities for insightful analyses are included, and the significance of the results is not explored. C+ C C-		

Qualitative Analysis Overall Grade:			
Comments:			

QUANTITATIVE ANALYSIS

Criteria	Levels								
	Exemplary (A)			Competent (B)			Developing (C)		
Calculations and data reporting Grade:	Calculated and numerical values and units are accurate and complete. Quantitative data are reported with reasonable significant figures. A+ A A-			Most values are calculated properly; units are accurate and complete. Most quantitative data include reasonable significant figures. B+ B B-			Calculated values, numerical values, or units contain significant errors. Significant figures are not used properly. C+ C C-		
Connections Grade:	When appropriate, key concepts and conclusions are clearly connected to quantitative measures, equations, and models. A+ A A-			Quantitative information is included, and some attempts are made at linking it to key concepts and conclusions. B+ B B-			Appropriate quantitative information is either not included or not connected to key concepts. C+ C C-		
Theoretical and Literature support Grade:	Numerical data are fully interpreted, supported by relevant theory, and validated with literature values. A+ A A-			Most numerical experimental data are interpreted properly and supported by relevant theory and literature. B+ B B-			Interpretation of experimental data is incomplete or contains inconsistencies or errors. Data are not supported by relevant theory and literature values. C+ C C-		

Quantitative Analysis Overall Grade:			
Comments:			

DIAGNOSIS

Criteria	Levels								
	Exemplary (A)			Competent (B)			Developing (C)		
Questions and hypotheses Grade:	Clear posing of research questions, and clear hypotheses put forth. Experimental controls and variables are identified. A+ A A-			Some lack of clarity or specificity in what questions are being answered, or what hypotheses are being tested. B+ B B-			Research questions and hypotheses are not clear. Experimental controls and variables are not identified. C+ C C-		
Experimental approach Grade:	Experimental approaches are well designed and allow control of selected variables. A+ A A-			Experimental procedures could be more efficiently designed, but they allow for implementation and collection of data. B+ B B-			Experimental procedures do not allow for proper experimental control and collection of pertinent data. C+ C C-		
Implementation Grade:	Experimental procedures are safely and effectively implemented. Laboratory rules and protocols are followed. A+ A A-			Experimental procedures are safely implemented, but implementation of the experiments could be better. Laboratory rules and protocols are followed. B+ B B-			Experimental procedures are not safely or effectively implemented. Individuals are not always mindful of safety rules and lab protocols. C+ C C-		
Problems Grade:	Problems that arise during implementation of procedures are identified and addressed. A+ A A-			Problems that arise during implementation of procedures are identified but not addressed. B+ B B-			Problems that arise during implementation are not recognized. C+ C C-		

Diagnosis Overall Grade:			
Comments:			