

# TSAHP Conference Poster Judging Rubric

Judge: \_\_\_\_\_

Poster #: \_\_\_\_\_

Categories	5 points	4 points	3 points	2 points	1 point	Points
1 <b>HYPOTHESIS, OBJECTIVE OR STATEMENT OF PROBLEM</b>	<ul style="list-style-type: none"> <li>• A logical hypothesis/objective/statement of problem was presented clearly</li> <li>• Background information was relevant and summarized well. Connections to previous literature and broader issues were clear</li> <li>• Hypothesis/objective of project was stated clearly and concisely; showed clear relevance beyond project</li> </ul>	<ul style="list-style-type: none"> <li>• A logical hypothesis/statement of problem was presented</li> <li>• Background information was relevant, but connections were not clear</li> <li>• Hypothesis/objective of project was stated clearly; showed relevance beyond project</li> </ul>	<ul style="list-style-type: none"> <li>• The hypothesis/objective/statement of problem was not clearly presented</li> <li>• Background introduction was relevant, but not connected to the project</li> <li>• Hypothesis/objective of project was stated understandably</li> </ul>	<ul style="list-style-type: none"> <li>• A questionable hypothesis/statement of problem was presented and was not necessarily supported</li> <li>• Some relevant background information/introduction was included, but not connected with the project</li> <li>• Hypothesis/objective of project was not clear</li> </ul>	<ul style="list-style-type: none"> <li>• The hypothesis/objective/statement of problem was inappropriate or was missing</li> <li>• Little or no background information was included or connected</li> <li>• Hypothesis/objective of project was not stated</li> </ul>	
2 <b>METHODS (sample/study participants, study design, procedures)</b>	<ul style="list-style-type: none"> <li>• Clear and appropriate rationale for why specific methods were chosen</li> <li>• Clear and accurate discussion of methods used to carry out the research</li> </ul>	<ul style="list-style-type: none"> <li>• Good explanation of the choice of methods</li> <li>• Clear and accurate discussion of methods used to carry out the research</li> </ul>	<ul style="list-style-type: none"> <li>• Little discussion of why methods were chosen</li> <li>• Some discussion on methods but with some deficiency (lacks some key information to fully understand what was done)</li> </ul>	<ul style="list-style-type: none"> <li>• No discussion of choice of methods</li> <li>• Methods are not adequately described</li> </ul>	<ul style="list-style-type: none"> <li>• No discussion of choice of methods</li> <li>• No discussion on methods</li> </ul>	
3 <b>RESULTS</b>	<ul style="list-style-type: none"> <li>• Substantial amounts of high quality data were presented sufficient to address the hypothesis/objective/statement of problem</li> <li>• Presentation of data was clear, thorough, and logical</li> </ul>	<ul style="list-style-type: none"> <li>• Sufficient amounts of good data were presented to address the hypothesis/objective/statement of problem</li> <li>• Presentation of data was clear and logical</li> </ul>	<ul style="list-style-type: none"> <li>• Adequate amounts of reasonably good data were presented to address the hypothesis/objective/statement of problem</li> <li>• Presentation of data was not entirely clear</li> </ul>	<ul style="list-style-type: none"> <li>• Some data were lacking not fully sufficient to address the hypothesis/objective/statement of problem</li> <li>• Presentation of data was included, but unclear or difficult to comprehend</li> </ul>	<ul style="list-style-type: none"> <li>• Results are not yet available or reproducible</li> <li>• Presentation of data was missing</li> </ul>	
4 <b>CONCLUSION/DISCUSSION/FUTURE WORK</b>	<ul style="list-style-type: none"> <li>• Reasonable conclusions were given and strongly supported with evidence</li> <li>• Conclusions/discussion were compared to hypothesis/objective/statement of problem and their relevance in a wider context was discussed</li> </ul>	<ul style="list-style-type: none"> <li>• Reasonable conclusions were given and supported with evidence</li> <li>• Conclusions/discussion were compared to hypothesis/objective/statement of problem, but their relevance was not discussed</li> </ul>	<ul style="list-style-type: none"> <li>• Reasonable conclusions were given</li> <li>• Conclusions/discussion were not compared to the hypothesis/objective/statement of problem and their relevance was not discussed</li> </ul>	<ul style="list-style-type: none"> <li>• Conclusions/discussion were given</li> <li>• Little connection with the hypothesis/objective/statement of problem was apparent</li> </ul>	<ul style="list-style-type: none"> <li>• Conclusions were missing</li> <li>• There was no connection with the hypothesis/objective/statement of problem</li> <li>• Discussion was missing</li> </ul>	

5	<b>OVERALL PRESENTATION</b>	<ul style="list-style-type: none"> <li>• Demonstrates a very strong knowledge of the research project</li> <li>• Speaks clearly, naturally and with enthusiasm;</li> <li>• Presentation is consistently clear and logical</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a good knowledge of the research project</li> <li>• Speaks clearly and naturally;</li> <li>• Answers most questions</li> <li>• Presentation is clear for the most part, but not consistently</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates some knowledge of the research project</li> <li>• Uses visual aids to enhance the presentation</li> <li>• Presentation is generally unclear and inconsistent</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a poor knowledge of the research project</li> <li>• Reads from the poster (slide or script) most of the time</li> <li>• Presentation is unclear</li> </ul>	<ul style="list-style-type: none"> <li>• Does not demonstrate any knowledge of the research project</li> <li>• Reads from the poster (slide or script) all the time</li> <li>• Presentation is very confusing</li> </ul>	
6	<b>POSTER</b>	<ul style="list-style-type: none"> <li>• All expected components* are present, clearly laid out, and easy to follow in the absence of presenter</li> <li>• The text is concise, legible, and consistently free of spelling or typographical errors; the board/slide background is unobtrusive</li> <li>• The figures and tables are appropriate and consistently labeled correctly</li> <li>• Photographs/tables/graphs improve understanding and enhance the visual appeal</li> </ul>	<ul style="list-style-type: none"> <li>• All expected components* are present, but layout is crowded or jumbled and somewhat confusing to follow in the absence of presenter</li> <li>• The text is relatively clear, legible, and mostly free of spelling or typographical errors; the board/slide background is unobtrusive</li> <li>• Most of the figures and tables are appropriate and labeled correctly</li> <li>• Photographs/tables/graphs improve understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Most of the expected components* are present, but layout is confusing to follow in the absence of presenter</li> <li>• The text is relatively clear and legible, but inconsistently free of spelling or typographical errors; the board/slide background may be distracting</li> <li>• The figures and tables are not always related to the text, or appropriate, or are labeled incorrectly</li> <li>• Photographs/table/graphs do not improve understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Some of the expected components* are present, but layout is untidy and confusing to follow in the absence of the presenter</li> <li>• The text is hard to read due to font size or color and inconsistently free of spelling or typographical errors; the board/slide background may be distracting</li> <li>• The figures and tables are not related to the text, or are not appropriate, or are poorly labeled</li> <li>• Photographs/tables/graphs are limited and do not improve understanding of the project</li> </ul>	<ul style="list-style-type: none"> <li>• Some of the expected components* are present, but poorly laid out and confusing to follow in the absence of the presenter.</li> <li>• The text is hard to read, messy and illegible, and contains multiple spelling or typographical errors very poor background</li> <li>• The figures and tables are poorly done</li> <li>• Visual aids are not used</li> </ul>	
<b>Total Points (out of 30 points)</b>							

*\*components are defined as title, authors and affiliations, hypothesis, goals and/or objective, introduction, results, discussion, conclusion, future direction and references.*

**Comments:**