

## KAS Student Research Scoring Rubric

Student Presenter:

Is the student the first author?

Status: (circle one)

Undergraduate Student

High School Student

Middle School Student

Additional Presenters:

Project Title:

Institution:





Section:

Poster # /Presentation time:

Project level of completion:

- Completed research/Project
- Mid-range research/Project
- Early stage research/Project
- Literature review/Planning stage

Ranking of Project

25-30 Points	19-24 Points	13-18 Points	6-12 Points
Excellent design and execution of research/project	Proficient design and execution of research/project	Satisfactory design and execution of research/project	Novice design and execution of research/project
Thoroughbred 	Northern Cardinal 	Viceroy Butterfly 	Honeybee 

Judge:

Institution:

Points	Research Question/Objective	Methodology	Results/ Anticipated Results	Discussions/ Conclusion	Overall Presentation and Q/A	Poster/Visual
1	The research question/objective was missing or was not supported with background information.	There was no discussion of the study design or procedures.	There was no discussion of the results/anticipated results.	There was no discussion/ conclusion.	The student spoke in unclear tones, and maintained little to no visual contact.	Content (text, visuals, graphs, data) is limited and poorly laid out or difficult to read.
2	The research question/objective was not clearly stated or was not directly related to the provided background information.	There was some discussion of the study design or procedures.	There was some discussion of the results/anticipated results.	There was minimal discussion/conclusion.	The student demonstrated poor knowledge of the project.	Content (text, visuals, graphs, data) provided is limited and does not improve understanding of the project.
3	The research question/objective was clearly stated, but was not directly related to the provided background information.	The study design or procedures were provided. However, it lacked key information to understand what was done.	The results/anticipated results were discussed, but presentation of data was not clear.	Discussion/conclusion was presented, with a little connection to the research question/objective.	The student demonstrated some knowledge of the project, and responded well to some questions.	Appropriate content was provided, but not organized well.
4	The research question/objective was clearly stated, and was directly related to the provided background information.	The study design or procedures were described clearly.	There was a clear presentation of results/anticipated results.	Discussion/conclusion was presented, with a clear connection and data that support the question/objective.	The student was knowledgeable of the project, and answered most questions.	Content was presented clearly, and appropriately defined labels to improve understanding.
5	The research question/objective was clearly stated. It was directly related to the provided background information and connections to previous literature and broader issues were clear.	The study design or procedures were described clearly, to include an appropriate rationale for why the approach was selected.	The results/anticipated results were substantial and sufficiently addressed the research question/objective.	Discussion/conclusion was presented, and exhibits a level of significance to the discipline/broader audience.	The student spoke naturally with enthusiasm, and strong knowledge of the project. Answered questions clearly.	Content was clearly presented, and easy to follow in the absence of the presenter.
<b>Total</b>						

Additional notes/comments: