Ky Junior Academy Scoring Rubric

Student Presenter: Is the student the first author?

Status: (circle one) High School Student Middle School Student

Additional Presenters:

Project Title:

Student’s School:

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 |
| High Distinction | Excellent | Proficient | Beginning |

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. |
| **Total** |  |  |  |  |  |  |

Additional notes/comments: