WALDER SCIENCE CENTER

Rubric for *Jerusalem Science Contest* Poster Presentation

Written Presentation

Criteria / Rating	Expert	Proficient	Apprentice	Novice
Presentation of Research	Prominently positions title/author of paper. Thoroughly but concisely presents main points of introduction, thesis/propositions, discussion, and conclusions in a well-organized manner. Narration and/or answering of questions is engaging, thorough, and adds greatly to the presentation.	Contains title/author of paper. Adequately presents main points of introduction, thesis/proposition, discussion, and conclusions in a fairly well-organized manner. Narration and/or answering of questions is adequate and adds to the presentation.	Contains title/author of paper. Presents main points of introduction, thesis/propositions, discussion, and conclusions but not as sufficiently and not as well-organized. Narration and/or answering of questions is somewhat lacking.	Title/author absent. Does not sufficiently present main points of introduction, thesis/propositions, discussion, and conclusions and is not well-organized. Narration and/or answering of questions is lacking.
Visual Presentation	Overall visually appealing; not cluttered; colors and patterns enhance readability. Uses font sizes/variations which facilitate the organization, presentation, and readability of the research. Graphics (e.g., tables, figures, graphs, images, etc.) are engaging and enhance the text. Content is clearly arranged so that the viewer can understand order without narration.	Overall visually appealing; not cluttered; colors and patterns support readability. Adequate use of font sizes/variations to facilitate the organization, presentation, and readability of the research. Graphics (e.g. tables, figures, graphs, images, etc.) enhance the text. Content is arranged so that the viewer can understand order without narration.	Visual appeal is adequate; somewhat cluttered; colors and patterns detract from readability. Use of font sizes/variations to facilitate the organization, presentation, and readability of the research is somewhat inconsistent/distractions. Graphics (e.g., tables, figures, graphs, images, etc.) adequately enhance the text. Content arrangement is somewhat confusing and does not adequately assist the viewer in understanding order without narration.	Not very visually appealing; cluttered; colors and patterns hinder readability. Use of font sizes/variations to facilitate the organization, presentation, and readability of the research is inconsistent/distracting. Graphics (e.g., tables, figures, graphs, images, etc.) do not enhance the text. Content arrangement is somewhat confusing and does not adequately assist the viewer in understanding order without narration.

Documentation of Sources, Quality of Sources	Cites all data obtained from other sources. APA citation style is accurate.	Cites most data obtained from other sources. APA citation style is accurate.	Cites some data obtained from other sources. Citation style is either inconsistent or incorrect.	Does not cite sources.
Spelling and Grammar	No spelling and grammar mistakes.	Minimal spelling and grammar mistakes.	Noticeable spelling and grammar mistakes.	Excessive spelling and/or grammar mistakes.
Content				
Thesis	Easily identifiable, clear and concise, insightful, and appropriate for assignment.	Identifiable, clear, and appropriate.	Somewhat difficult to identify, unclear, and/or slightly inappropriate for assignment.	Very difficult to identify, unclear, and/or inappropriate for assignment.
Science Evidence	Appropriate source information used to support thesis and buttress all arguments made in poster, excellent integration of quoted/paraphrased material into writing.	Appropriate source information used to support thesis and to buttress most arguments, good integration of sources into writing.	Sometimes weak use of source information (excessively secondary), inadequately supports thesis and/or sub-arguments, weak integration of quoted/paraphrased material into writing.	Very weak use of source information (excessively secondary), fails to support thesis and/or sub-arguments, very weak integration of material into writing.
Judaic Connection	Easily identifiable, clear and concise, insightful, and appropriate for assignment.	Identifiable, clear, and appropriate.	Somewhat difficult to identify, unclear, and/or slightly inappropriate for assignment.	Very difficult to identify, unclear, and/or inappropriate for assignment.
Judaic Content	Appropriate source information (typically primary) used to support thesis and buttress all arguments made in essay, excellent integration of quoted/paraphrased material into writing.	Appropriate source information used to support thesis and to buttress most arguments, good integration of sources into writing.	Sometimes weak use of source information (excessively secondary), inadequately supports thesis and/or sub-arguments, weak integration of quoted/paraphrased material into writing.	Very weak use of source information (excessively secondary), fails to support thesis and/or sub-arguments, very weak integration of material into writing.
Analysis, Synthesis, and Conclusion	All ideas progress logically from an identifiable thesis, compelling justifications are offered to support thesis, counter-arguments are anticipated and addressed, appropriate connections are made to outside material.	Thesis is generally supported by logically compelling assertions and appropriate connections.	Insufficient support for some arguments, assertions are vague or lack focus, support offered is sometimes irrelevant, tangential or repetitive.	Lacks support for arguments, unfocused, uses irrelevant information to support thesis.

Comments:

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