

SURCA 2026 – Rubric for Evaluating Poster Presentations

		Emerging (1 pt)	Good (2 pts)	Very Good (3 pts)	Excellent (4 pts)	Truly Exceptional (5 pts)
Poster	Presentation & Clarity	Layout needs work and there are text errors. Tables and images are poorly executed or confusing.	Layout is good with occasional text errors. Tables and images are present but do not always help with understanding the project.	Layout is very good and free of text errors. Tables and images look very good and help with understanding of the project.	Layout is creative, free of text errors, and visually compelling. Tables and images are of highest quality and selected for high impact.	All elements of layout show great creativity and outstanding design.
	Organization & Cohesion	Presentation consists of poorly connected sections rather than as an integrated story.	Presentation is coherent but some sections are disconnected.	Presentation is good and conveys a mostly cohesive story.	Presentation is flawless.	Presentation is inventive and highly original.
Background and Objective	Disciplinary Question and Significance	Disciplinary question and the significance of the project are absent or lacking clarity.	Disciplinary question and the significance of the project are stated clearly.	Disciplinary question and the significance of the project are stated and clearly justified.	Disciplinary question and the significance of the project are explained with great comprehension.	Disciplinary question and the significance of the project are explained with outstanding comprehension and with graphical support.
	Goal of Project	Goal and working hypothesis of the project are not clear or are missing.	Goal and working hypothesis of the project are stated clearly, but could be improved.	Goal of the project and hypothesis are clear and logical.	Goal of the project and main hypothesis are clear and strongly connected with each other.	Goal of the project and main hypothesis are presented with comprehension and accompanied by graphical models.
Method	Why this method?	Explanation of <u>why</u> the specific approach/process was chosen is vague and disconnected from the goals/thesis.	Explanation of <u>why</u> the specific approach/process was chosen is provided but poorly connected to the goals/thesis.	Explanation of <u>why</u> the specific approach/process was chosen is provided but the link to the goals/thesis is not explained clearly.	Explanation of <u>why</u> the specific approach/process was chosen is provided and linked to the goals/thesis.	Exceptional explanation of <u>why</u> the specific approach/process was chosen with clearly stated link to the goals/thesis.
	Clarity of Process	Only partially describes the process with limited details.	Fully describes the process with some details missing or not clear.	Describes the process clearly and with sufficient details.	Describes the process with strong attention to details and support of appropriate figures.	Describes the process with exceptional clarity and with inventive, original graphics.

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Results	Presentation of Results	Presents results but they are not always clearly connected to hypothesis/thesis.	Presents results and connects these to the goals/thesis but with minor lapses in clarify.	Presents results and clearly connects these to the goals/thesis.	Presents product or results with strong comprehension and clearly connects these to the goals/thesis.	Presents product or results with exceptional comprehension and connection with goals/thesis.
	Analysis of Implications	Shows basic understanding of the significance and implications of results or potential results.	Clearly explains implications and significance of results or potential results.	Shows proficiency in analyzing implications and significance of results or potential results.	Analyzes implications and significance of results or potential results with exceptional skill and discusses limitations.	Shows exceptional skill in analyzing implications, significance, and limitations of results or potential results with the help of figures.
Analysis and Conclusions	Conclusions	Lessons learned or future work are limited or vague.	Discusses the results or potential results in the context of the hypothesis and future work.	Discusses how results or potential results support or reject the hypothesis and next steps accurately and with clarity.	Discusses next steps which follow the results or potential results and support or reject the hypothesis with exceptional clarity.	Discusses next steps which follow the results or potential results and support or reject the hypothesis with exceptional clarity and support of figures.
	Engagement with Audience	Engagement with the audience is limited.	Good engagement, but strong reliance on notes.	Makes efficient efforts to engage with the audience and uses accessible language.	Confidently engages with the audience throughout the presentation and ignites interest in the topic.	Uses original, very inventive, and highly efficient strategies to engage the audience.
Oral Communication	Communication	Communicating the research project was unclear.	Communicates about the project with limited use of visual aids.	Communicates with clarity and uses visual aids adequately.	Communicates skillfully and uses visual aids effectively.	Communicates skillfully with exceptional use of visual aids.
	Questions & Answers	Unable to answer some basic questions.	Answers basic questions but has some trouble with difficult questions.	Answers to questions are adequate.	Answers questions with great clarity and concision, demonstrating good knowledge about the field.	Answers questions insightfully, demonstrating exceptional knowledge about the field.

