

2013 National SeaPerch Challenge

Poster Presentation Rubric-DRAFT



This rubric is designed to help teams prepare for the Poster Presentations at the National SeaPerch Challenge. Below is also the score sheet that judges will use to evaluate the presentation. While preparing your poster and presentation, here are some points and questions to think about:










- ✓ The maximum poster size is 48" X 36".
- ✓ The poster must be free standing.
- ✓ The presentation should show the team members understanding of the build they completed and the related engineering concepts.
- ✓ What did your SeaPerch need to do, and how did you design it to meet that requirement?
- ✓ How long did it take you to build and test your SeaPerch? Describe the process.
- ✓ Who did what on your team and why? What skills did the team have, and what skills had to be developed?
- ✓ What changes, if any, did your team choose to make to the design? Why?
- ✓ What did your team learn from the testing and evaluation of the abilities of your SeaPerch prior to the challenge?
- ✓ Is each team member prepared to answer questions from the judges?
- ✓ As there is a wide ability range between middle school and high school students, it is anticipated that high school students should have a deeper understanding of related mathematical, physics, and engineering concepts and middle school students will have a beginning or growing understanding in these areas.







Poster Presentation RUBRIC

School Name: _____

Team Name: _____

Team members present: _____

Element Descriptors	Exceptional 4	Excellent 3	Good 2	Fair 1	Needs Improvement 0
Overall Appearance 	Professional appearance Exceptional use of colors, text, and graphics	Very pleasing to view. Particularly nice colors and graphics.	Pleasant to view. Pleasing use of colors, text, and graphics.	Cluttered or sloppy appearance. Gives the impression of a solid mass of text or graphics. Scattered and disconnected	Unreadable or no poster
Text/Graphic Balance 	Professional appearance. Text and graphics are perfectly synchronized in the poster. Text perfectly explains the graphics	Balanced. Text and graphics are evenly dispersed in the poster. There seems to be enough text to explain the graphics.	Too much text. The poster gives an overwhelming impression of text only.	Not enough text. Cannot understand what the graphics are supposed to relate.	Unreadable or no poster
Organizational Flow 	Professional appearance. Organization and flow are intuitive to the observer.	Explicit numbering, column, bars, rows, etc. Can follow the processes explained on the board.	Implicit. A section heading are clear, but lacks clarity of specific flow for details.	Cannot easily figure out how to move through poster.	Unreadable or no poster
School/Team Identification 	Complete. Enough information to contact school/team by mail, phone, or email without further research.			Partial information is on poster but not enough to contact builders or team/school without further research.	Unreadable or no poster
Size 	Poster is adequately sized and is freestanding			Poster is too big or is not free standing	No poster

Element Descriptors	Exceptional 8	Excellent 6	Good 4	Fair 2	Needs Improvement 0
Objectives 	Explicit and highly organized. This includes headings of Objectives, Aims, Goals, etc.	Explicit. Well organized and presented.	Presented, but not explicit.	Presented, but incomplete. Not all objectives covered.	Not presented or on poster board
Main Points & Summary 	Main points, results, and conclusions explicitly explained.	Presented, but not explicitly explained.	Presented, but main points, summary, and conclusion were not clearly explained.	Main points are not clearly explained nor found clearly on the board.	Not presented or on poster board
Professional & Interpersonal Behavior 	All members display <u>full professionalism in all areas</u> of respect, integrity, responsibility, punctuality, flexibility, initiative, commitment, enthusiasm and appearance.	All members display <u>strong skills in all areas</u> of respect, integrity, responsibility, punctuality, flexibility, initiative, commitment, enthusiasm and appearance.	Most members display <u>good skills in most</u> areas of respect, integrity, responsibility, punctuality, flexibility, initiative, commitment, enthusiasm and appearance.	Most members display <u>some skills</u> in some areas of respect, integrity, responsibility, punctuality, flexibility, initiative, commitment, enthusiasm and appearance.	No presentation
	Exceptional 12	Excellent 9	Good 6	Fair 3	Needs Improvement 0
Design Explanation 	Expert. Students <u>completely understand</u> their design and demonstrate both their design and understanding to the judges	Highly proficient. Students <u>understand</u> their design and demonstrate it and their understanding in a clear, concise presentation.	Competent. Students have <u>some understanding</u> of their design and can demonstrate this to the judges.	Novice. Students either do NOT completely understand their design or cannot demonstrate it.	No presentation
Design engineering concepts explanation 	Expert. Students <u>completely understand</u> the engineering, mathematical, and physics concepts behind their design and <u>clearly explain</u> them to the judges.	Highly proficient. Students <u>understand some</u> of the engineering, mathematical, and physics concepts behind their design and <u>clearly explain</u> them to the judges.	Competent. Students <u>understand one or two</u> of the engineering, mathematical, and physics concepts behind their design and <u>can roughly explain</u> them.	Novice. Students can <u>name some</u> of the engineering, mathematical, and physics concepts, but <u>cannot explain</u> them well.	No presentation
Question & Answer 	Expert. Students handle questions <u>easily, further demonstrating</u> their knowledge of concepts. Students also <u>inquire with thoughtful questions</u> to the judges.	Highly proficient. Students handle questions <u>well, further demonstrating</u> their knowledge of concepts. Students also <u>inquire with thoughtful questions</u> to the judges.	Competent. Students handle questions <u>with some difficulty, demonstrating a partial understanding.</u>	Novice. Students were <u>not able to handle or answer</u> judge's questions.	No presentation

Any additional comments and information from the judges regarding the following:

Students

Presentation

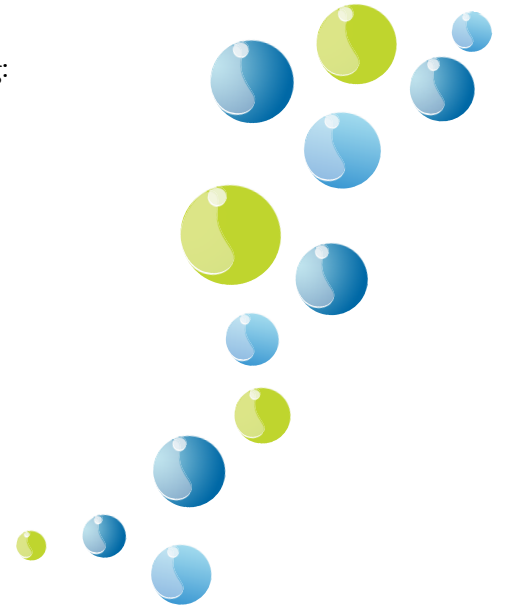
Design

Other

Judges

#1 _____ #2 _____

Date: May 18, 2013 Time: _____



Final Score: _____

