

Topic: \_\_\_\_\_

Names: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Uses of Refraction Poster Project Rubric**

**POSTER:**

	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Information:</b>	Some important/main information is missing.	Most relevant information is presented; some facts are either incomplete or not fully detailed.	All relevant facts and details are presented, but not fully expanded on.	All necessary facts and details are presented and explained in great detail.
<b>Writing:</b>	Most of the writing is unclear.	Some of the writing is unclear or incorrect. Spelling errors are present.	The writing explains the topic, but there are some grammar and/or spelling errors.	The writing explains the idea of the poster. The grammar and spelling are correct.
<b>Completeness:</b>	Important parts of the poster are missing.	Most required parts are included, but important details are not labeled.	Most required parts are included, and important details labeled.	All required parts of the poster are included, and important details are labeled.
<b>Layout:</b>	Organization and design are poorly thought out.	Organization is lacking in how the poster is arranged.	This poster was thought out and organized, but may not have been completely arranged in an effective way to present its message.	This poster is carefully designed and neatly done.
<b>Graphics:</b>	Student uses superfluous graphics or no graphics	Student occasionally uses graphics that rarely support text.	Student's graphics relate to text.	Student's graphics explain and reinforce text.

**PRESENTATION:**

	0	1	2	3
<b>Organization:</b>	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Students present information in logical sequence which audience can follow.	Students present information in logical, interesting sequence which audience can follow.
<b>Subject Knowledge:</b>	Group does not have grasp of information; group cannot answer questions about subject.	Group is uncomfortable with information and is able to answer only rudimentary questions.	Group is at ease with expected answers to all questions, but fails to elaborate.	Group demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.
<b>Eye Contact:</b>	Student reads all of report with no eye contact.	Student occasionally uses eye contact, but still reads most of report.	Student maintains eye contact most of the time but frequently returns to notes.	Student maintains eye contact with audience, seldom returning to notes.
<b>Elocution:</b>	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.

**COMMENTS:**