**POSTER RUBRIC**

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| --- | --- |
| Student Name | Click here to enter text. |
| Student Number | Click here to enter text. |
| Poster Title | Click here to enter text. |

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|  | **Topic** | **Failed to meet requirements** | **Developing** | **Basic** | **Proficient** | **Advanced** | **Weighting (%)** |
| **Poster** |  | (teacher specifies in cells below what part of the performance lacks or is insufficient) |  |  |  |  | (% entered in cells below, weight to be determined by the teacher) |
| **End product** | **Quality of content** |  |  |  |  |  |  |
|  |  | Click here to enter text. | Content related criteria can be specified here by the teacher, depending on the assignment | Content related criteria can be specified here by the teacher, depending on the assignment | Content related criteria can be specified here by the teacher, depending on the assignment | Content related criteria can be specified here by the teacher, depending on the assignment | Click here to enter text. |
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|  | **Quality of message** |  |  |  |  |  |  |
|  |  | Click here to enter text. | The poster contains a title that is *too long and/or does not fit* with the core message. | The poster contains a title that fits with the core message. | The poster contains a title that captures the attention and fits with the core message. | The poster contains a *short* title that captures the attention and fits with the core message. | Click here to enter text. |
|  |  |  |  |  |  |  |  |
|  |  | Click here to enter text. | The information blocks (of text, graphics, and images) are presented in such a way that the core message *cannot* be understood by the target audience. | The information blocks (of text, graphics, and images) are presented in such a way that the core message *can be inferred* from them by the target audience. | The information blocks (of text, graphics, and images) are presented in such a way that the core message *is understandable* to the target audience. | The information blocks (of text, graphics, and images) are presented in such a way that the core message *is self-explanatory:* it is immediately recognisable to the target audience. | Click here to enter text. |
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|  | **Topic** | **Failed to meet requirements** | **Developing** | **Basic** | **Proficient** | **Advanced** | **Weighting (%)** |
|  | **Academic quality** |  |  |  |  |  |  |
|  |  | Click here to enter text. | The theories and concepts incorporated are *not* relevant to the topic in question and / or are incorrectly applied. | *Some* theories and concepts relevant to the topic in question have been incorporated and *for the most part* correctly applied. | *Most* of the major / essential theories and concepts relevant to the topic in question have been incorporated and correctly applied. | *All* of the major / essential theories and concepts relevant to the topic in question have been incorporated and correctly applied. | Click here to enter text. |
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|  |  | Click here to enter text. | The sources used are *not* of sound academic quality; *too much* superfluous information is presented. | The sources used are *for the most part* of sound academic quality; there is *hardly any* superfluous information present. | The sources used are of sound academic quality; there is *hardly any* superfluous information present. | The sources used are of sound academic quality; there is *no* superfluous information present. | Click here to enter text. |
|  |  | ☐ |  |  |  |  |  |
|  | **Visual quality** |  |  |  |  |  |  |
|  | *Relevant design elements: colour, background, space, text, images (to be complemented if necessary)* | Click here to enter text. | The poster *does not* draw any attention towards itself. The design elements comprising the lay-out are put together in such a way that they *take away or distract from the message* it is meant to convey. | The poster holds the viewers' attention. The various design elements comprising the lay-out combine in such a way as to *communicate the intended message*. | The poster attracts the viewers' attention. The various design elements comprising the lay-out combine in such a way as to *highlight the message it conveys.* | The poster attracts the viewers' attention *by setting itself apart from others.* The various design elements comprising the lay-out make it stand out and complement one another, thereby *enhancing the message it conveys.* | Click here to enter text. |
|  |  |  |  |  |  |  |  |
|  |  | Click here to enter text. | The composition of the various elements lacks accuracy, clarity, and consistency. | The composition of the various elements comprising the poster is *accurate*. | The composition of the various elements comprising the poster is *accurate and clear*. | The composition of the various elements comprising the poster is *accurate, clear,* and *consistent*. | Click here to enter text. |
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|  |  |  |  |  |  |  |  |
|  |  | Click here to enter text. | The poster is *not* readable from a distance of about 3 meters. | The poster is *poorly* readable from a distance of about 3 meters. | - | The poster is readable from a distance of about 3 meters. | Click here to enter text. |
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|  | **Topic** | **Failed to meet requirements** | **Developing** | **Basic** | **Proficient** | **Advanced** | **Weighting (%)** |
|  | **Linguistic prerequisites** |  |  |  |  |  |  |
|  |  |  | The text contains multiple linguistic errors (i.e. grammar/spelling)*.* | The text contains incidental linguistic errors (i.e. grammar/spelling). | - | *All* text is linguistically correct (i.e. grammar/spelling). | Click here to enter text. |
|  |  |  |  |  |  |  |  |
|  |  | Click here to enter text. | The linguistic style *neither* fits the target audience *nor* content (colleagues/peers in the same field / peers from a different field; scientific relevance / social relevance) and is used in an inconsistent manner. | The linguistic style fits *either* the target audience *or* content (colleagues/peers in the same field / peers from a different field; scientific relevance / social relevance) and is *predominantly* used in a consistent manner. | The linguistic style fits the target audience *as well as* content (colleagues/peers in the same field / peers from a different field; scientific relevance / social relevance) and is *predominantly* used in a consistent manner. | The linguistic style fits the target audience *as well as* content (colleagues/peers in the same field / peers from a different field; scientific relevance / social relevance) and is consistently used. | Click here to enter text. |
|  |  |  |  |  |  |  |  |
|  | **Practical prerequisites** |  |  |  |  |  |  |
|  |  | Click here to enter text. | The name of the authors *and* study programme / educational institution are missing on the poster | The name of the authors *or* study programme / educational institution is missing on the poster. | - | The name of the authors and the study programme /educational institution are mentioned on the poster. | Click here to enter text. |
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|  |  | Click here to enter text. | Several sources used *are omitted* (literature, video, and audio material, etc.) and / or sources mentioned are *not* in compliance with the rules for credits/copyrights and referencing conventions. | *Nearly* all sources used (literature, video, and audio material, etc.) are mentioned, *broadly* in compliance with the rules for credits/copyrights and referencing conventions. | - | All sources used (literature, video, and audio material, etc.) are mentioned in compliance with the rules for credits/copyrights and conventional reference norms. | Click here to enter text. |
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| **Additional comments** Click here to enter text. | | | | | | | |