

**Data Analysis and Generalizations**

**Poster Rubric**

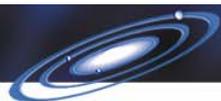
**STUDENT ACTIVITY**

As students present a case for a data collection method, assess the quality of their work as thoroughly and as fairly as you possibly can. The following criteria can be used, along with additions that have been agreed upon in advance.

<b>Poster: Abstract Information</b>			
1 Abstract of research not provided or addressed.	2 Abstract is provided, but not expressed in a manner that is clear and easily understandable.	3 Abstract is provided in a clear and understandable manner, but lacks some thoroughness.	4 Abstract is clear, understandable, thorough, and reinforced throughout presentation.
<b>Poster: Research Question and Hypothesis</b>			
1 Research question or hypothesis is not provided.	2 Research question is written, but not as a testable relationship. Hypothesis does not mention variables.	3 Research question is written as a testable relationship, but may or may not contain specific variables or time span. Hypothesis may or may not be written as a null hypotheses or specify what variables are being measured or analyzed.	4 Research question is written as a testable relationship (which includes the specific variables and the time span), and includes a null hypothesis which specifies exactly what variables are to be measured and analyzed, but predicts no significant differences.
<b>Poster: Procedures</b>			
1 Procedures are not written in such a way that provides data that answers the research question.	2 Procedure steps are not written in a way that the investigation could be duplicated. There is a lack of clarity about exactly what was done.	3 Procedures are written so that it might provide data that answers research question, but does not allow for comparison, ties existing data, or compliments, to future projects.	4 Procedure steps are written clearly and specifically enough so that you could replicate the investigation. Method(s) will provide data that answers the research questions, can be tied to existing data, and allows for comparisons.



Poster: Data Presentation and Analysis			
<p>1 Data provided does not match the research question or lead to statistical analysis.</p>	<p>2 Data are recorded, but not organized, and it is difficult to determine information about the data. Tables and graphs are labeled incorrectly.</p>	<p>3 Data are recorded in multiple formats (tables and graphs). There is a description of the analysis and statistical tests performed.</p>	<p>4 Data are recorded in an organized manner that show trends. A rationale is provided for determining the kind of analysis performed and the data statistical tests conducted to determine the significance of the results.</p>
<p>1 The conclusion is not based on the data presented.</p>	<p>2 The conclusion statement is based on the data presented but does not relate to the statistical analysis conducted.</p>	<p>3 The conclusion statement is based on the data presented and the statistical analysis conducted.</p>	<p>4 The conclusion statement is worded so that the null hypothesis is either accepted or rejected. The conclusion statement specifies the limiting factors of the study (i.e., limited population, time, resources).</p>
<p>1 Visual aids are not provided.</p>	<p>2 Visual aids are provided, but not illustrative of important concepts.</p>	<p>3 Visual aids are well done and illustrative of important concepts.</p>	<p>4 Visual aids are well done, reinforce important concepts, and effectively reinforce the presentation.</p>
<p>1 Group does not appear prepared to speak.</p>	<p>2 Delivery is systematic, but with annoying mannerisms and no eye contact.</p>	<p>3 Delivery is clean and clear, with some eye contact and very few annoyances.</p>	<p>4 Delivery is exceptional and unique, with regular eye contact and no annoyances.</p>
<p>1 Main points are not provided.</p>	<p>2 Main points are provided, but not organized.</p>	<p>3 Main points are provided and organized, but sometimes lost in the presentation.</p>	<p>4 Main points are clear, concise, and supported throughout presentation.</p>



Credibility of Resources			
1 Resources were mostly non-scientific sources, like tabloid newspapers; or all sources were encyclopedias.	2 Some resources were questionable, non-scientific sources; the majority of sources were encyclopedias.	3 Most resources were reliable scientific sources; encyclopedias were used only as first sources for terminology.	4 All resources were reliable scientific sources.

Use this space to create additional scoring criteria.

1	2	3	4
1	2	3	4