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leBasic or Experimental Research: Basic research, also known as pure or fundamental research, aims to expand knowledge and understanding of a subject without any specific practical application in mind. Experimental research involves manipulating variables to determine cause-and-effect relationships; it often includes the use of control groups and random assignments.

Criteria	Outstanding	Good	Fair	Improvement Needed	Unsatisfactory
Value	4 points	3 points	2 points	1 point	0 points
Research Purpose & Problem Q: Is the purpose of the project clearly defined? Are the research goals clear and relevant?	The purpose and problem are exceptionally clear, well-defined, and directly related to the relevant research goals.	The purpose is clear, but the problem definition could be more specific, well-defined, or unrelated to the research goals; OR the purpose is unclear, but the problem is well defined and related to the research goals.	The purpose and problem are both somewhat vague but are related to the research goals.	The purpose and problem are both vague and are not related to the research goals.	There are no clear purpose, problem, or research goals.
Methodological Approach Q: Is the methodology appropriate for basic or experimental research? Are the tools and techniques used well- suited to the objectives?	Methods are highly appropriate, with clear, detailed descriptions of the tools, techniques, and processes used for basic or experimental research.	Methods are appropriate for basic or experimental research but may lack detailed tools, techniques, or processes.	Methods are adequate for basic or experimental research, but some aspects are underdeveloped or not fully suited to the quality goals.	Methods are weak or not well-suited for basic or experimental research.	Methods are inappropriate or absent lacking: detailed descriptions of the tools, techniques, and process.
Findings & Outcomes Q: Are the findings clearly presented and connected to the objectives?	Findings and outcomes are clear, connected to the purpose of project; provides explanation of what was expected, discovered,	Findings and outcomes are clear, connected to the purpose of project but could be more specific or focused in the areas of; provides explanation of what	Findings and outcomes are interpreted correctly but without significant insight to; explanation of what was expected, discovered,	Findings and outcomes interpretation is unclear or weak or lacks connection to; explanation of what was expected,	Findings and outcomes are misinterpreted or unsupported or not related to the students' research topic missing; explanation of what was expected,

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	accomplished,	was expected,	accomplished,	discovered,	discovered,
	collected, produced.	discovered,	collected, produced.	accomplished,	accomplished,
		accomplished, collected, produced.		collected, produced.	collected, produced.
Contribution to the Student's	It clearly states how	It could offer more	It could offer more	Poorly articulated	No evident
Field of Study	work advances	clarity in how work	clarity in how work	how work advances	contribution to how
Q: How significant is the	knowledge in the	advances knowledge in	advances knowledge	knowledge in the	work advances
research in contributing to the	students' field of study,	the students' field of	in the students' field	students' field of	knowledge in the
student's academic field? Does	provides new insights,	study, provides new	of study, provides new	study, provides new	students' field of study,
it provide new insights, confirm	confirms existing	insights, confirms	insights, confirms	insights, confirms	provides new insights,
existing theories, or open new	theories, opens new	existing theories, opens	existing theories,	existing theories,	confirms existing
avenues for exploration?	avenues for	new avenues for	opens new avenues	opens new avenues	theories, opens new
avenues for exploration.	exploration, or meets a	exploration, or meets a	for exploration, or	for exploration, or	avenues for
	practical need.	practical need.	meets a practical	meets a practical	exploration, or meets a
	Addresses why this	Addresses why this	need, and doesn't	need, and doesn't	practical need.
	contribution is	contribution is	addresses why this	address why this	practical freed.
	important.	important.	contribution is	contribution is	
			important.	important.	
Professional Writing	The information	The information	There is an	There is an	Missing visual
Q: Does the poster display	presented is discipline	presented is discipline	overreliance on either	overreliance on	elements. Insufficient
information in a discipline	appropriate, and	appropriate, and	text or visuals, but	either text or visual	text. References are
appropriate manner, and	language is succinct.	display methods are	both are appropriate	elements. OR text or	missing.
utilize succinct language? Are	Visuals are engaging	appropriate for the	for the research	visual elements are	_
visual elements appropriate for	and appropriate for the	research category and	category and	inappropriate for the	
the research category and	research category and	presentation topic, but	presentation topic.	research category	
presentation topic? Are	presentation topic.	language could be	References are	and presentation	
references present?	References are present.	more succinct, and	present.	topic. References are	
		visuals could be more		present.	
		engaging. References			
		are present.			