

Poster Rubric

	No Evidence	Emerging	Clear	Insightful & Provocative
Focus	Poster presents a hodge-podge of items/ideas which may or may not be related to assessment or scholarly teaching; the purpose or topic of the poster is not evident.	Poster addresses several aspects of assessment/scholarly teaching, but is a smorgasbord of ideas with little focus on any particular aspect (e.g. syllabi, CAT, mapping, assessment, classroom strategies, etc.); the purpose/topic of the poster is unclear.	Poster addresses one (or possibly more) aspect of assessment/scholarly teaching in a focused way that provides clarity to the audience OR provides a clear overview of how various aspects of assessment/scholarly teaching fit together.	Poster provides an in-depth focus on one (or more) particular aspects of assessment/scholarly teaching and provides an insightful application of that aspect OR includes a well thought-out overview of how various aspects of assessment/scholarly teaching fit together.
Presentation	Poster is disorganized, difficult to read and/or unattractive; it does not draw the attention or interest of an audience.	Poster may be attractive, but is disorganized and difficult to follow OR is organized but unattractive and/or difficult to read; it may draw the attention of the audience, but does not keep it.	Poster is visually appealing, organized, and presents a clear sequence of events; it draws the attention of the audience and keeps it.	Poster is visually appealing and material is presented in such a way that it 'tells a story' of what the author did, learned, and what they did/plan to do as a result; poster engages the audience in a thoughtful and provocative way.
Relevance	The poster does not communicate that the activities/processes engaged in by the author are relevant or meaningful to the author or the audience.	The relevance of the activities/processes in which the author was engaged is somewhat apparent, but not explicit; there may or may not appear to be any relevance to the audience.	It is clear how the activities/processes engaged in by the author are relevant to the author and to a broader audience.	The relevance of the activities/processes engaged in by the author to the author and the broader audience is not only clear, but purposeful; author demonstrates how process led to improved teaching & learning.
Results	No results of the author's work are identified.	Results are hinted at or implied, but not clearly identified or defined.	Results of the author's work are clearly identified and either preliminary conclusions are posed or firm conclusions are drawn.	Results of the author's work are clearly identified and are relevant to the issue at hand, even if results are different than what was expected or answer a different (but important) question than was posed.
Literature Citations	No literature citations.	At least one literature citation.	Two relevant literature citations.	Three or more relevant literature citations.
Documentation of Scholarly Teaching* (HANDOUT TO ACCOMPANY POSTER)	No documentation of scholarly teaching.	Documentation of scholarly teaching is vague or incomplete and does not provide clarity to the audience about how to document scholarly teaching.*	Documentation of scholarly teaching is clear and complete; elements of scholarly teaching are addressed in a way that clarifies to the audience how to document scholarly teaching.*	Documentation of scholarly teaching is clear, complete, compelling and insightful; all elements of scholarly teaching are documented in a way that effectively educates the audience about the documentation of scholarly teaching.

*Elements of scholarly teaching: documentation; peer review; making it public; reflective response in practice; grounded in inquiry & research; discipline knowledge; course development & planning; focus on student learning.