



IJAS State Exposition Judging Rubric - 2026



POSTER SESSION - DESIGN PROJECT

Evidence of Design Process Skills (36 Potential Points)

| | | 4 | 3 | 2 | 0 | Points |
|----------|--|---|--|---|---|--------|
| 1 | Design Process Skills | Student exhibited a thorough understanding and application of the design process. The student has acquired design skills. | Student exhibited a understanding of the design process. Demonstrated minimal acquired design skills. | Student exhibited little understanding or application of the design skills. | Student exhibited no understanding or application of the design skills. | |
| 2 | Design Approach: Problem or Need | Student had a well-defined problem or identified a real world need. | Student had an adequately defined problem and or real world need and/or method was appropriate, but not both. | Little evidence of a design problem or real world need. | No evidence of a design problem or real world need. | |
| 3 | Design Approach: Performance Criteria | Clear performance criteria have been developed to address the design features of the product to include algorithms, proof, and model | Performance criteria was present but not fully developed. | Performance criteria were poorly developed. | Performance criteria were not developed. | |
| 4 | Design Approach: Preliminary Design Plan | A block diagram, flowchart, or sketch was used to show design. The plan shows all the parts or subsystems of the design and how all parts work together. | A block diagram, flowchart, or sketch was not used to show design. The plan does show all the parts or subsystems of the design and how all parts work together. | A block diagram, flowchart, or sketch was present to show design, but the plan does not show all the parts or subsystems of the design and how all parts work together. | No plan was present. | |
| 5 | Constructing and Testing the Design Prototype | The student has constructed and tested a prototype of their best design. | The student has constructed and tested a prototype of their best design. The construction was not precise or testing was not thorough. | The construction and testing were inadequate. | The student did not construct a prototype. | |
| 6 | Redesign | The student showed evidence that changes in design were made to better meet the performance criteria. | The student showed some evidence that changes in design were made to better meet the performance criteria. | The student showed evidence that changes in design were made but the changes appear to be illogical. | The student did not show evidence that changes in design were made to better meet the performance criteria. | |
| 7 | Testing | Student provided evidence of retesting after redesign. | Student provided some evidence of retesting after redesign. | Student provided inadequate evidence of retesting after redesign. | Student provided no evidence of retesting after redesign. | |
| 8 | Validity of Evaluation/Conclusion | The conclusion accurately reported the successes and failures of the original design, changes made, and how the redesign more closely met the performance criteria. | The conclusion did not thoroughly address the success and failures of the preliminary design or how the redesign met the performance criteria. | The conclusion did not address the success and failures of the preliminary design or how the redesign met the performance criteria. | No conclusion was present. | |
| 9 | Originality | Student demonstrated a novel approach or idea and was creative in their design. | The student demonstrated some creativity and originality. | The student demonstrated originality or creativity, but not both. | The student did not demonstrate creativity or originality. | |

Communication - Display (9 Potential Points)

| | | 3 | 2 | 1 | 0 | Points |
|-----------|---------------------------|--|---|---|--------------------------------|---------------|
| 10 | Information | The display board contained a complete explanation of the project. The display included graphics, charts, and/or pictures. | The display board had adequate information but was not thorough. The display included graphics, charts, and/or pictures. | The display board was missing pertinent information. The display was missing graphics, charts, and/or pictures. | The display board was missing. | |
| 11 | Organization | The display board was organized and added to the presentation. An abstract, safety sheet, and all appropriate endorsement forms were present on the display board. | The display board was somewhat organized and added to the presentation. Some forms were present on the display board. | The display board was not organized and was a distraction during presentation. The abstract, safety sheet, and endorsement forms were not on the display board. | The display board was missing. | |
| 12 | Artistic Qualities | The display board was neat and sparked interest in the subject matter. It was evident that time was spent preparing the display. | The display board was neat but contained spelling or data errors. It was evident that the student did not proof their display adequately. | The student did not spend adequate time preparing their display board. | The display board was missing. | |

Communication - Oral Presentation (12 Potential Points)

| | | 3 | 2 | 1 | 0 | Points |
|-----------|--|--|---|--|--|---------------|
| 13 | Presentation Quality | The student concisely summarized their project. He/She presented the findings clearly. Information was relevant and pertinent. | Student gave adequate information, but the presentation was hard to follow. | Student did not provide enough information for judge to attain a clear picture of the experiment. | Student was not at their board to present. | |
| 14 | Topic Knowledge | Student exhibited a thorough understanding of their topic area. | Student exhibited a sufficient understanding of their topic area. | Student exhibited an insufficient understanding of their topic area. | Student was not at their board to present. | |
| 15 | Speaking Skills and Eye Contact | Student spoke fluently. Student demonstrated excellent eye contact. | Student spoke fluently most of the time. Student demonstrated good eye contact. | Student should work on speaking skills. Student did not look at the judges while presenting their project. | Student was not at their board to present. | |
| 16 | Interest and Respect | Student demonstrated pride and interest in their work. Student smiled and demonstrated respect for the judges answering questions fully. | Student demonstrated some pride and some interest in their work. Student did not smile but did demonstrated respect for the judges. | Student did not appear to be enjoying their work. Student did not smile or demonstrate respect the judges. | Student was not at their board to present. | |

Written Report (43 Potential Points)

| | | 4 | 2 | 1 | 0 | Points |
|-----------|--------------------------|----------|----------|--|--|---------------|
| 17 | Title Page | | | Title page was clear and concise. Name(s), title, school, and grade were present | Title page was missing. | |
| 18 | Table of Contents | | | Table of contents is complete, organized, and includes accurate pagination for all sections. | Table of contents is incomplete, poorly organized, missing pagination, or not present. | |

| | | | | | | |
|-----------|--|---|---|---|--|---------------|
| 19 | Acknowledgements | | | Student gave credit to those who helped with the project. | Acknowledgements page was missing. | |
| 20 | Problem or Need | Student had a well-defined problem or identified a real world need. | Student had a fairly defined problem or identified a real world need. | Student had an adequately defined problem and or real world need and/or method was appropriate, but not both. | No evidence of a design problem or real world need. | |
| | | 9 | 7 | 3 | 1 | Points |
| 21 | Background Research: In-Text Citations | Background research was in-depth and the information is pertinent and supported the experiment. Background research was correctly cited within the text following APA format. | Background research was fairly in-depth and the information was pertinent and supported the experiment. Background research was correctly cited within the text following APA format. | Background research information was not adequate to support the experiment. Background research was correctly cited within the text following APA format. | Background research was not pertinent and in text citations were not in APA correct format. | |
| | | 4 | 3 | 2 | 1 | Points |
| 22 | Design Plan | | Design plan was complete and easy to follow. Student included all parts and subsystems. | Design plan was present, but student did not include all parts. | Design plan was present, but not complete or was confusing. | |
| 23 | Results of Testing | | Testing provided evidence that all parts and subsystems were considered. | Testing provided evidence that some parts and subsystems were considered. | Parts and subsystems were not considered. | |
| 24 | Redesign | | Redesign was evident and thorough. | Redesign was evident but one aspect missing. | Redesign occurred but not all aspects were considered. | |
| 25 | Testing of Redesign | | Thorough testing was done on the redesign to evaluate its effectiveness. | Testing was done on the redesign to evaluate its effectiveness. One aspect not considered. | Some testing was done on the redesign to evaluate its effectiveness. | |
| 26 | Evaluation/Conclusion | | A concise evaluation and interpretation of the data and/or results. | An evaluation and interpretation of the data and/or results. | Conclusion was present, but does not reflect the data collected. | |
| 27 | Reference List | | Quality, quantity and variety of sources were present for topic. Most sources were current. APA format was followed. | Quality, quantity, and/or variety of sources were adequate. APA format was not followed. | The quality, quantity, and/or variety of sources were less than adequate. APA format was not followed. | |
| 28 | Technical Aspects: Spelling and Grammar | | Good grammar and spelling were evident. Font size and type were appropriate. | Three or more grammar or spelling errors were made. Font size and type were appropriate. | Numerous grammar and spelling errors or font size and type were inappropriate. | |
| 29 | Technical Aspects: Header | | Heading was in the upper right hand corner included the last name and page number. | Header was present but not in the correct location. | No header was present. | |
| 30 | Neat and Orderly | | Report was neat and followed P&P Manual order as illustrated on the left side of judging sheet. | Report was neat and properly ordered but not both. | Report was not neat or properly ordered. | |

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