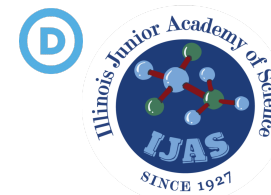




IJAS State Exposition Judging Rubric - 2026



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			The table of contents was present but does not include pagination.	The table of contents was incomplete or missing.	

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.	
		10	8	4	2	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 most 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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