21ST ANNUAL CSTEP STATEWIDE STUDENT CONFERENCE

Poster Competition Guidelines

Each institution is allowed to submit up to 6 posters.

Poster Registration Forms *must* be submitted online by 4pm on February 8, 2013. Registrations will not be accepted after the deadline.

The following guidelines have been developed to assist you in the planning and development of your student presentations for the poster competition.Failure to adhere to the guidelines will be reflected in the scoring of the poster in the competition. PLEASE READ THE GUIDELINES CAREFULLY AND SHARE WITH YOUR STUDENT PRESENTERS.

ONLINE REGISTRATION:

- Posters are to be registered by **CSTEP staff**prior to 4pm on the deadline date (2/8/13) using the link below. STUDENTS DO NOT SUBMIT POSTERS ONLINE. This is a staff responsibility.

- The information submitted will be used to maintain contact with poster presenters through their CSTEP staff. Confirmation emails will be sent to the CSTEP program staff person listed as the contact person on the registration form. It is the responsibility of the CSTEP staff to pass information along to their student presenters.

- Staff must complete one registration per poster. For posters with multiple presenters, up to three total presenters can be entered per poster.

- Please copy-paste the following link into your browser to complete the registration form:

http://bit.ly/CSTEPPosterRegistration2013

- **For questions, please email Sean Partridge, Poster Committee Chair (partrisc@potsdam.edu)**

POSTER REQUIREMENTS:

- Posters can be **no larger than** 36 x 48 inches and are to be displayed on a tri-fold display board. Each participant must provide his/her own tri-fold poster backing. **No poster backing will be provided on site and we are not allowed to hang posters on the walls. Presenters should also provide their own means for attaching their poster to the display board (e.g. tape, binder clips, push pins, etc).**The conference will not provide any of these materials.

- Students are allowed to present (or co-present) **one** poster and are responsible for additional equipment (e.g. extension cords, laptops, handouts, props, etc.).

- **All posters must be accompanied by at least one presenter at the conference.** Posters without a presenter in attendance will not be presented or judged and will be disqualified.

ABSTRACT GUIDELINES:

- The abstract should be submitted in the appropriate section of the online submission form. CSTEP staff are expected to assist students to ensure that abstracts are of high quality and meet the requirements listed in the poster rubric.

- Copy-paste the body of your abstract into the text box provided on the submission website. **Do not** include heading information in the text box. That information will be entered separately. Abstracts **may not to exceed 250 words.** The text submitted online will be used to print the abstracts in the conference booklet. Any typos submitted will end up in the booklet. Please proofread abstracts before submitting.

CATEGORY OF PRESENTATION/ABSTRACT

When registering a poster online, staff will be asked to select one of the following categories for presentation. These will help the committee assign judges with appropriate expertise.

Biochemistry	Geology	Nanotechnology
Biology	Health and Wellness	Physics
Cell Biology	Human Services	Psychology
Chemistry	Immunology	Public Health
Computer Science	Materials Science	Social Sciences
Education	Mathematics	Technology
Engineering	Medicine	Virology
Environmental Science	Microbiology	Zoology
Genetics	Molecular Biology	

*Categories may be combined or sub-divided based on the number of entries received.

JUDGING AND THE POSTER PRESENTATION SESSION

A team of two judges will be assigned for each poster by category. Each poster will be scored based on the poster rubric included in this packet. Additional suggestions are included below.

- **All poster presenters must attend a 9:30pm meeting on Friday, April 12**. This meeting will provide information about the Saturday poster session. Failure to attend may result in disqualification of posters.

- Presenters should dress professionally. Keep in mind that you'll be on your feet for 3½ hours.

- Presenters must be on time to set up posters and must remain with their poster throughout the judging session. Once the judging session is completed, presenters may leave their poster to examine other posters during the open session.

- Each presenter will be given 5 minutes to orally summarize their poster for the judges. It is likely that the judges will have questions for each presenter. Presenters are encouraged to practice their oral presentation prior to the conference.

- Posters must not be removed from the hall until the conclusion of the open session. Presenters are required to remove their poster, backing, and any other materials at the close of the session (tacks, clips, handouts, etc).

A NOTE FOR STAFF:

After the submission deadline, the conference poster committee will assess the level of participation in the competition and determine if additional posters will be accepted based on space available. If your institution has more than 6 students interested in presenting posters, please keep a waiting list and collect abstracts and registration from these additional students. If additional abstracts are accepted, the turnaround for submission will be very short and staff will need to be ready to submit quickly.

Submission Deadline: February 08, 2013

CSTEP Student Poster Rubric

CATEGORY	Excellent-4	Good-3	Satisfactory-2	Needs Improvement-1
ABSTRACT GUIDELINES				
Format	Abstract follows formatting: Left-margin justified, single spaced, with no indentations at the beginning of each paragraph. Add an extra space between paragraphs, if necessary. Does not exceed 250 words; Includes: Presenters name & class status, project title & institution name	One or two elements of formatting rules (see left) are incorrect	More than one or two elements of formatting rules (see left) are incorrect	The student did not follow several of the formatting rules.
Content				
Introduction (What is the Objective and Scope of the Investigation?)	Describes the problem & why this work was needed; Makes connections between the problem, the context and the purpose of the investigation	Describes problem & why this work was needed. Makes connections between the problem, the context and the purpose of the investigation.	Description the problem but makes only implicit or superficial connections between the problem, the context and the purpose of the investigation.	Does not adequately describe the problem or why the work was needed; Does not make connections between the problem, the context and the purpose of the investigation.
Methods (Summary of what the student did)	Describes the method of research, study or analysis applied to the problem. Specific and concise.	Describes the method of research, study or analysis applied to the problem but lacks one or two relevant specifics or is wordy.	Describes the method of research, study or analysis applied to the problem but lacks more than two relevant details or is overly wordy.	Does not adequately describe the method of research, study or analysis applied to the problem.
Results (What were the principle findings?)	Summarizes the major results of the project. Specific and concise	Summarizes the major results of the project but lacks one or two specifics or is wordy.	Summarizes major results of the project but lacks more than two relevant specifics or is overly wordy.	Does not adequately report the major results of the project.
Discussion (What are the principle conclusions of the study?)	Provides an interpretation and relates results back to the problem; States the relevance, implications, or significance of the results to the broader context of the topic. Makes recommendations or states implications for future work.	Provides an interpretation and relates results back to the problem and to a broader context, but these sections may lack specifics or be overly wordy. Makes recommendations or states implications for future work.	Provides superficial or tangential interpretation of results. Attempts to relate results back to the problem and context but connections are superficial. May not make recommendations for future work.	Does not provide adequate interpretation of results and does not relate results back to the context or original problem Does not make recommendations for future work.

POSTER GUIDELINES

Content

Introduction & Hypothesis	Background information was relevant and summarized well. Clear connections to previous literature and broader issues. Had a goal or a logical hypothesis that showed clear relevance. Broad impact beyond project clearly stated.	A logical hypothesis or goal was presented. Background information was relevant, but connections were not clear. Goal of project or a logical hypothesis was stated clearly, showed relevance beyond project.	A questionable hypothesis or project goal was presented. Background information was relevant, but connections were not made.	The hypothesis or goal was inappropriate or not stated. Little or no background information was included or connected.
Methods & Experimental Logic	Excellent choice of experimental methods to address hypothesis or goal of project.	Good choice of experimental methods to address hypothesis or project goal.	Method not appropriate to address hypothesis or goal of project.	Methods section insufficient or missing.
Procedures	Procedures were used correctly; Clear discussion and inclusion of controls or comparative groups	Procedures were used correctly; Adequate discussion of controls or comparative groups; lacks some controls or comparative groups.	Procedures were not followed consistently; Controls or comparative groups not adequately described; some controls or comparative groups missing.	Procedures (if applicable) were not used correctly; Serious lack of controls or discussion of controls.
Results	Substantial amounts of high quality data presented; sufficient to address hypothesis. Presentation of data was clear, thorough and logical. Addresses potential problems and alternative approaches.	Substantial amounts of good data were presented; sufficient to address the hypothesis or goal of project. Presentation of data was clear and logical.	Adequate amounts of reasonably good data were presented to address hypothesis or project goals. Presentation of data was not entirely clear.	Some data were lacking, not fully sufficient to address hypothesis or project goal. Presentation of data was either not included or very unclear & difficult to comprehend.
Discussion & Conclusions	Reasonable conclusions weregiven and strongly supported with evidence. Conclusion was connected to the project hypothesis and relevance in a wider context was discussed.	Reasonable conclusions were given and supported with evidence. Conclusion was connected to hypothesis but relevance was not discussed.	Reasonable conclusions were given. Conclusions were not compared to the hypothesis or project goal and their relevance was not discussed.	Loose or unsupported conclusions were given. Little or no connection to hypothesis or goal was apparent

Visual Presentation

Organization	All expected components are present, clearly laid out, and easy to follow in the absence of the presenter.	All components are present, but layout is crowded or confusing to follow in absence of presenter.	Most expected components are present, but layout is confusing to follow in the absence of the presenter.	Some of the expected components are present, butpoorly laid out and confusing to follow.
Background and Graphics	Text is clear and readable at a distance of three feet. Background is unobtrusive. Figures and tables are appropriate and labeled correctly. Photos, tables and graphs improve understanding and enhance visual appeal.	Text is relatively clear & most is readable from a distance of three feet. Background is unobtrusive. Most figures and tables are appropriate and labeled correctly. Photos, tables and graphs improve understanding.	Text is relatively clear, but font may be distracting or too small to read at 3 feet. Background may be distracting. Figures and tables not always related to text, are not appropriate, or are poorly labeled. Photos, tables & graphs limited and do not improve understanding.	Text is hard to read due to font size or color. Background may be distracting. Figures and tables poorly done and do not relate to the text, are not appropriate or are poorly labeled. Visual aids are limited or absent &do not improve understanding.

ORAL PRESENTATION GUIDELINES

Non-Verbal Skills

Eye Contact	Holds attention of audience with the use of direct eye contact, seldom looks at notes.	Consistent use of direct eye contact with audience, but still returns to notes.	Minimal eye contact with audience, while reading mostly from the notes.	No eye contact with audience, as entire report is read from notes.
Body Language	Movements seem fluid and help the audience visualize.	Movements or gestures enhance articulation.	Very little movement or descriptive gestures.	No movement or descriptive gestures.
Poise	Student displays relaxed, self-confident nature, with no mistakes.	Makes minor mistakes, but quickly recovers from them; displays little or no tension.	Displays mild tension; has trouble recovering from mistakes.	Tension and nervousness is obvious; has trouble recovering from mistakes.

Verbal Skills

Enthusiasm	Demonstrates a strong, positive feeling about the topic during the entire presentation.	Occasionally shows positive feelings about the topic.	Shows some negativity toward the topic presented.	Shows absolutely no interest in the topic presented.
Elocution	Student uses a clear voice and correct, precise pronunciation of terms; All audience members can hear the presentation.	Student's voice is clear, & pronounces most words correctly. Most of audience can hear the presentation.	Student's voice is low; Incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student mumbles, incorrect pronunciation, speaks too quietly for most of audience to hear the presentation

Content				
Subject Knowledge	Student demonstrates full knowledge; answers questions with explanations & elaboration.	Student is at ease with expected questions, does not elaborate on answers.	Student is uncomfortable with information; Able to answer only rudimentary questions.	Student does not have grasp of information; Cannot answer questions about subject.
Organization	Student presents information in logical, interesting sequence which follows the abstract. Helps audience understand relationships among ideas by using organization aids (announcing topics, transitions, summarizing).	Student presents information in logical sequence which follows the abstract. Audience has no difficulty understanding relationships among the ideas. The ideas in the message can outlined easily.	Organization is incoherent. Audience has difficulty following; Student jumps around and does not follow the abstract; Audience must make assumptions about relationships among ideas.	Audience cannot understand presentation because there is no clear sequence of information. The message is so disorganized the audience cannot understand most of the message.
Awareness of Audience	Significantly increases audience understanding and knowledge of topic; Effectively convinces an audience to recognize the validity of a point of view.	Raises audience understanding & awareness of most points; Clear point of view, development or support is inconclusive or incomplete.	Raises audience understanding and knowledge of some points. Point of view may be clear, but lacks development or support.	Fails to increase audience understanding of knowledge of topic; Fails to effectively convince the audience.
GENERAL GUIDELINES APPLYING TO ENTIRE SUBMISSION				
Clarity, Spelling and Grammar	All elements of the submission are well organized. Contains no errors in spelling or grammar. Defines all acronyms at their first use.	A few elements of the submission are somewhat disorganized. Contains one or two errors in spelling or grammar. Does not define one or two acronyms at first use.	The submission lacks general organization. Contains more than two errors in spelling or grammar Does not define more than two acronyms at their first use.	The submission is completely unclear: there are missing sections, several points are not clearly described. Contains more than two errors in spelling or grammar Does not define more than two acronyms at their first use.
Content				
Authorship	The student is primarily responsible for the work presented.	Student is mostly responsible for the work but outside assistance is apparent.	Student is only partially responsible for the work presented.	The student is largely not responsible for the work presented.
Accuracy	All content throughout the presentation is accurate. There are no factual errors.	Most of the content is accurate but there is one piece of information that seems inaccurate.	The content is generally accurate, but one piece of information is clearly inaccurate.	Content confusing or contains more than one factual error.

Comprehensiveness	Project includes all material needed to give a good understanding of the topic. Presentation corresponds to academic area selected.	Project is lacking one or two key elements. Presentation corresponds to academic area selected.	Project is missing more than two key elements.	Project is lacking several key elements and has inaccuracies.
Coherence	All content is carefully chosen to develop the student's thesis. There is no extraneous information.	Content is carefully chosen to develop the student's thesis. There may be a few extraneous points	Some content is not consistent with the student's thesis. There is a moderate amount of extraneous information.	Most content is inconsistent with the student's thesis and is difficult to follow because there is so much extraneous information.
References & Citations	Information is supported by authentic print resources; All resources are cited correctly, using a consistent format.	One or two references are missing or reference formats are inconsistent.	More than two references are missing or information is cited using the incorrect format.	Very few (or no) references are provided to support the information presented.
Originality and creativity	Excellent original thinking or creative innovation of technique. Very original presentation of material; Captures audience's attention.	Good original thinking and creativity; Good variety and blending of materials & media	Minimal original thinking or creativity. Little or no variation; material presented with little originality or interpretation	No original thinking or creativity. Repetitive with little or no variety; insufficient use of materials or media