

## BI/MS307 'Fish and Fisheries Biology' – Poster Assignment

### Research Skills Development (RSD) facets & marking scheme 2015 (10 points = 1 mark)

RSD facets	Elements of report	Excellent. Exceptional work in terms of understanding, interpretation and presentation	Good. High standard of work which demonstrates originality and insight	Satisfactory. Satisfies the minimum requirements	Failed. Fails to satisfy the minimum requirements
	Points range	6.0-4.9	4.8-3.7	3.6-1.1	1.0-0.0
A. Students embark on inquiry and so determine a need for knowledge	1. Objectives stated	Focused, innovative, clearly states the problem or theory and relationship to earlier work (from literature review).	Focused, clearly states the problem or theory and relationship to earlier work (from literature review).	Sufficiently states the problem or theory and relationship to earlier work (from literature review).	Unclear or inappropriate (not from literature review).
B. Students find / generate needed information / data / ideas using appropriate approach / method	1. Methodology	Described method is appropriate and properly applied, full details provided. Steps of the procedure are summarized and in logical sequence.	Described method is mostly appropriate, several details provided. Steps of the procedure are not well summarized but are in logical sequence.	Described method is somewhat appropriate, a few details provided. Steps of the procedure are not well summarized and not fully presented in logical sequence.	Method is not described or not properly applied. Steps of the procedure are not provided or not summarized.
	2. Results	Results are appropriately summarized. Graphs and photos are used to improve clarity. Presentation is logic and clear, with major findings identified.	Results are summarized. Graphs and photos are used to improve clarity. Presentation is logic and clear.	Results are somewhat summarized. Graphs and photos are somewhat used. Presentation is sufficiently clear.	Results are not presented. Graphs and/or photos are not used.

	3. References and citations	Only a small number of major references (up to 6). All references cited correctly. Source is provided for all images.	Small number of major references (up to 6) and some minor references (up to 2) provided. Majority of references are cited correctly. Source is provided for majority of images.	Mixed of major and minor references (totaling 9 or more). Majority of references are cited correctly. Source is provided for majority of images but citation is not.	No reference or majority of references is not cited correctly. For images, source or citation is not provided.
C. Students critically evaluate and reflect information / data / ideas, their approach and results, and react appropriately	1. Reflection (discussion/ further research)	Results and further research are appropriately summarized, discussion is justified and demonstrates critical thinking.	Results and further research are summarized, discussion is not well justified but demonstrates critical thinking.	Results and further research are summarized, discussion has minimal justification but demonstrates critical thinking.	Results and further research are not discussed or justified. No evidence of critical thinking.
D. Organize and manage	1. Structure of poster (title, authors [students' name], objectives, method, results and discussion)	All elements are present. Logical sequence.	Majority of elements are present. Mostly logical sequence.	Some elements are present. Poor logical sequence.	Poster is not structured in the required elements. Elements are provided with no logical sequence.
	2. Graphics of text	Choice of style, colour and fonts are appropriate. Poster can be read easily from 1 m distance.	Choice of style, colour and fonts are mostly appropriate. Poster can be read easily from 1 m distance.	Choice of style, colour and fonts are somewhat appropriate. Poster can be read from 1 m distance.	Choice of style, colour and fonts are not appropriate. Poster cannot be read from 1 m distance.

	3. Photographs and graphs	Photographs and graphs are of appropriate size, resolution and proportion. Graphs are properly labelled. Captions are clear and concise.	Photographs and graphs size is not appropriate (too small or too large), resolution and proportion are appropriate. Graphs are properly labelled. Captions are clear.	Photographs and graphs size, resolution and proportion are not always appropriate. Graphs have minimum labelling. Captions are limited to the figure number.	No photographs and graphs provided or provided but not appropriate, or with poor resolution or no proportion.
E. Synthesize	Appropriateness of synthesis of relevant information	All relevant information appropriately synthesized.	Relevant information synthesized but mixed with not relevant information.	Relevant and not relevant information mixed and not well synthesized.	Information not synthesized or only focused on not relevant information.
F. Communicate	Information clarity & poster graphics	Information is very well organized with well-constructed sentences. <i>Graphics:</i> contrast between components and background provides excellent readability. Visual aids are properly used.	Information is organized and sentences are mostly well-constructed. <i>Graphics:</i> contrast between components and background provides good readability. Visual aids are used.	Information is organized and sequences are understandable. <i>Graphics:</i> contrast between components and background provides sufficient readability. Limited use of visual aids.	Information is not organized and sequences are hard to understand. <i>Graphics:</i> contrast between components and background provides poor readability. Limited use of visual aids.

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