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| **Abstract #:** | **0** | **1** | **2** | **3** |
| **Title** | Absent | Minimal information that does not capture essence of case. | Adequately but incompletely describes case being presented | Specific, concise, accurately describes the case being presented |
| **Introduction/ Background** | No introduction/background provided. | Unclear or overly generic background; does not set framework for the subsequent poster sections. | Introduction/background sets framework for the subsequent poster sections. | Introduction/background is concise; captures reader's attention; sets framework for the subsequent poster sections |
| **Case presentation** | Case is incomplete; does not contain the necessary elements of presentation, management, or outcome | Poorly organized; not presented in chronological order; missing some elements of presentation, management, or outcome. | Well organized; presented in chronological order; all essential elements of presentation, management, and outcome included. | Excellent organization of all elements of presentation; excellent level of detail; well defined management, outcome, and follow-up. |
| **Discussion** | Key findings not presented; relevant clinical detail missing; pertinent limitations of the case not provided | Some key findings and/or management decisions presented; poorly developed discussion; more detail needed to enable the reader to draw clinically relevant conclusions; pertinent limitations of the case not provided. | Clearly stated key findings and/or management decisions presented; pertinent limitations of the case are stated; adequate detail provided to enable reader to draw clinically useful conclusion. | Clearly stated key findings and management decisions; summarizes how case is different from previously reported cases; pertinent limitations of the case are clearly stated; thorough detail provided to enable reader to draw clinically useful conclusion. |
| **Literature review** | No comparison to literature. | Minimal comparison to literature; only one source referenced. | Good comparison to literature; more than one source referenced | Exceptional comparison to literature; more than one source referenced with robust discussion of previous cases in the literature. |
| **Conclusion** | Fails to provide a real conclusion to the case study or conclusion has no logical connection to case; no scholarly questions generated. | Incomplete summary of the facts of the case or conclusion loosely tied to case or overreaching; weak scholarly questions generated. | Conclusion follows logically from the case; scope too narrow or broad resulting in unclear clinical implications; logical scholarly questions generated | Clear and concise conclusion that is strongly tied to case with appropriate scope; important implications proposed and supported by findings; insightful scholarly questions generated. |
| **Written composition/structure** | Disorganized or illogical flow; proper format not followed; poor grammar or spelling errors; graphics illogically placed. | Mostly organized/logical flow; some parts unclear or too brief; occasional spelling or grammatical errors; graphics illogically placed. | Clearly organized with good flow; easy to read style; proper grammar; no spelling errors; graphics logically placed in line with corresponding text | Outstanding clarity and organization; eloquently written; proper grammar, no spelling errors; graphics clearly labeled and logically placed in line with corresponding text. |
| **Context/Impact** | Case not unique or atypical in presentation; treatment not novel. | Fails to provide evidence as to why this case is unique from others. | Provides a weak case as to why condition is unique or fails to make a compelling case as to why this condition is unique. | Provides a strong case as to why this particular condition is unique from other related events. |
| **References**  **(may use QR link)** | References/sources not cited. | Cites some references; citation style is inconsistent. | Cites most data obtained from other sources; proper and consistent citation style is used. | Cites all data obtained from other sources; proper and consistent citation style is used. |
| **Presenter** | The student was not present. | The student demonstrated poor knowledge of the project. | The student was knowledgeable of the project and answered most questions. | Provides knowledge and clear answers to judge's questions. |
|  |  |  | **Score:** |  |