

### **Poster presentation guidelines and rubric.**

As a group, create a virtual poster in Microsoft PowerPoint or a similar program that summarizes what you learned in the recreational fishery activity and displays your group's research findings about your coastal development issue. (**Note:** If you do not have access to computers in the classroom, create a physical poster instead.)

You will present the poster as a group and be evaluated by your classmates and teacher. Use the following guidelines to help you.

### **Poster content**

Your poster and oral presentation should address the following points:

#### **Game 1: Free harvest**

- ✓ A graph showing how your group's red drum population changed over time in Game 1 (free harvest). Use your datasheet to help make the graph.
- ✓ What happened to your red drum population during Game 1?
  - Why? Did this match your predictions?
- ✓ Based on your findings, why do scientists manage wildlife populations?
- ✓ What type of resource are red drum and other fish?

#### **Game 2: Management tools**

- ✓ A graph showing how your group's red drum population changed over time in Game 2. Use your datasheet to help make the graph.
- ✓ What fisheries management tool did you use?
  - How did you use it?
  - Did it successfully maintain or increase your population?
  - How feasible would it be to apply your management tool from Game 2 in real life? Why or why not?

#### **Game 3: Coastal development scenarios**

- ✓ A graph showing how your group's red drum population changed over time in Game 3. Use your datasheet to help make the graph.
- ✓ What was your coastal development scenario?
- ✓ What management tools did you use in response?
  - Did it successfully maintain or increase your population?
  - How would you change your management plan?
- ✓ Research component: Research a real-life example of your coastal development issue, either locally or globally. Information sources can be from both the primary literature and popular press.
  - Compare your group's management plan to the wildlife managers' management plan from the real-life example. What were the key similarities and differences?
  - What other factors would we need to consider to make Game 3 more realistic?

**Peer-evaluation sheet: Poster presentation.**

For each presenting group, imagine that you are a citizen about to vote on passage of the group's management plan to combat their coastal development issue. Would you vote for or against it?

On a separate piece of paper or using the space below, explain your reasoning. Make sure to consider the following:

- How would your reaction change depending on your community role (e.g., fisherman, policy maker, biologist, cook, beach-goer)
- What modifications would you suggest to make the management plan more appealing?

Hand in this evaluation form to your teacher at the end of the group presentation period.

**Poster rubric.**

<b>Criteria</b>	<b>4: Excellent</b>	<b>3: Good</b>	<b>2: Fair</b>	<b>1: Poor</b>
<b>Organization</b>	<ul style="list-style-type: none"> <li>• Clear title</li> <li>• Clearly defined sections</li> <li>• Clear flow of topics</li> <li>• Easy to follow</li> </ul>	<ul style="list-style-type: none"> <li>• Clear title</li> <li>• Sections defined</li> <li>• Generally easy to follow, though may require rereading for clarity</li> </ul>	<ul style="list-style-type: none"> <li>• Title present</li> <li>• Sections unclear or inappropriate</li> <li>• Takes effort to follow thoughts and ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Title unclear or absent</li> <li>• Sections unclear or absent</li> <li>• No flow of ideas</li> <li>• Cluttered, messy</li> </ul>
<b>Creativity</b>	<ul style="list-style-type: none"> <li>• Neat and eye-catching</li> <li>• Diagrams clearly labeled</li> <li>• Good balance of text and graphs or pictures</li> <li>• Engaging use of color</li> </ul>	<ul style="list-style-type: none"> <li>• Neat</li> <li>• Some use of color</li> <li>• Diagrams present</li> <li>• Fair balance of text and graphs or pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Bland</li> <li>• Little or no color</li> <li>• Diagrams absent or unclear</li> <li>• Mainly or all text</li> </ul>	<ul style="list-style-type: none"> <li>• Bland</li> <li>• Boring</li> <li>• No variety in layout</li> <li>• Diagrams absent</li> <li>• Majority is text</li> </ul>
<b>Science Content</b>	<ul style="list-style-type: none"> <li>• Addresses all the guidelines (see worksheet)</li> <li>• Thorough, detailed analysis and comparison of real-life coastal development research example for group's particular scenario</li> </ul>	<ul style="list-style-type: none"> <li>• Addresses all the guidelines</li> <li>• More superficial analysis and comparison of real-life coastal development research example for group's particular scenario</li> </ul>	<ul style="list-style-type: none"> <li>• Addresses most of the guidelines</li> <li>• Coastal development research components incomplete or missing</li> </ul>	<ul style="list-style-type: none"> <li>• Addresses few or none of the guidelines</li> <li>• Large portions missing</li> </ul>
<b>Oral presentation</b>	<ul style="list-style-type: none"> <li>• All students speak</li> <li>• Clearly defined role for each student</li> <li>• Well-rehearsed</li> </ul>	<ul style="list-style-type: none"> <li>• All students speak</li> <li>• Well-rehearsed with some pauses</li> <li>• Articulation, eye</li> </ul>	<ul style="list-style-type: none"> <li>• Most students speak</li> <li>• Obvious lack of rehearsal</li> <li>• Lacking in one of</li> </ul>	<ul style="list-style-type: none"> <li>• Only one or two students speak</li> <li>• Obvious lack of rehearsal</li> </ul>

	<p>without awkward pauses</p> <ul style="list-style-type: none"><li>• Clear articulation</li><li>• Appropriate eye contact, voice volume</li></ul>	<p>contact, voice volume generally adequate</p>	<p>the following areas: articulation, eye contact, voice volume</p>	<ul style="list-style-type: none"><li>• Lack of conveyed information</li><li>• Lacking in one or more of the following areas: articulation, eye contact, voice volume</li></ul>
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