



## 2026 Biology Education Research Abstract Criteria Rubric

Each criterion will be scored from 1 (criteria is not met) to 3 (criteria is exceeded). Abstracts that fail to include all required components will be moved to the microbrew category. No re-submissions will be allowed.

	<b>Does not address criteria (1)</b>	<b>Adequately addresses criteria (2)</b>	<b>Exceeds expectations in addressing criteria (3)</b>
<b>Relevance and adoption</b>	The topic is not relevant, is not current, and/or lacks importance or appropriateness to the field. It does not appear to be of value or a worthwhile poster for ASMCUE attendees. For others to adopt this project, it requires very specific equipment that is likely not available or too complex that it requires to many site-specific variables.	The topic may not be current, but it is relevant to the field and potential audience. It might be a worthwhile poster for some ASMCUE attendees. This project can be adapted may not be overly difficult to do so, but may require a significant amount of time to do so.	The topic is current, relevant, groundbreaking, or significant to the field and potential audience. It appears to be a very worthwhile poster. Likely to be a very worthwhile poster for multiple groups. This project findings can be implemented right away with very little difficulty.
<b>Innovation and Originality</b>	The topic is not current, innovative, original, or groundbreaking. Attendees are unlikely to gain new knowledge or insights.	The topic is current and fairly original, if not innovative or groundbreaking. Attendees may gain new knowledge and insights.	The topic is cutting-edge, thought-provoking, innovative, and groundbreaking for many participants. Attendees are very likely to gain new knowledge and insights.
<b>Background</b>	The study is not described, or the description does not provide any relevant context, and/or the rationale for the activity cannot be inferred.	The study is adequately described; the description provides some relevant context and/or rationale for the activity can be easily inferred.	The study is very clearly described; the description provides all relevant context and the rationale for the activity is explicitly stated.
<b>Statement of the Research Question</b>	There is no Research Question stated.	The statement of the research question is adequate.	The research question is clearly and concisely described. In addition, the research question follows from the rationale provided in the background and is limited to one specific testing variable.

<b>Study Design &amp; Methods</b>	There are no methods presented.	The methods are adequately described.	The methods are clearly and concisely described so the reader can easily see how the author is testing their research question and how the results will confirm or reject that research question.
<b>Data supporting effectiveness of strategy</b>	There are no data stemming from the research question.	The data generated is adequate and stems directly from the research question statement. The analysis may not be appropriate to data collected.	The data generated is solid, stems from the research question, and is more than sufficient to provide context for a conclusion. And, analysis is appropriate to data collected.
<b>Conclusion</b>	There is no concluding statement.	The concluding statement is adequate – it addresses the research question or stems from the data.	The concluding statement is clearly and concisely written. In addition, it addresses the research question and directly stems from the data provided.