Instructions for Scoring Poster Presentations

Students presenting posters have been assigned a 1-hour, 30 minute period to be available to stand by their poster and respond to questions. During this time, you are to evaluate the quality of the poster as well as the ability of the student to respond to questions from you and others. You are responsible for evaluating only posters to which you have been assigned.

Judge Code: You have been assigned a 4 digit (1000-1999) identification code. Please add this code on the online scoring system where it says “Judge ID”. You will also need to enter your first name where it says “Judge Name”. If you do not remember your number, ask the moderator in the session to locate it.

Abstract Number: Every student presentation is assigned a 3 digit (100-999) abstract number. Please record the abstract number on the online scoring system where it says “Student Abstract #”, these numbers identify the specific presentation so it is important that is recorded so each presentation is properly scored. This number can also be found in the SRS program and will be on the student’s badge.

Scoring:

- Students will be given 10 minutes for their presentation and 5 minutes to respond to questions (15 minutes total). Presentations are judged on a 5-point scale. Please read the descriptors in each of the categories ahead of time.
- You have received an email with the link to the online scoring system. Please have this ready to use for scoring prior to getting to your session(s). (If you do not have a smart phone, tablet, or laptop you can bring to use during the session, please contact Ashley Rubio at asrubio@sdsu.edu as soon as possible.) There will be a few laptops available to enter scoring in the judges’ green room. You may also use the paper scoring sheets that will be available at the registration desk to take notes on and then enter the scores on the laptops in the judges’ green room.
- Select a score (1 through 5) for each of the seven categories. Select the button next to the number score you wish to record. It is extremely important that your evaluations are fair, consistent, and that standards/expectations are appropriate for the academic level (i.e., undergraduate, master’s, doctoral). Be very discriminating with awarding a 5, this score should be reserved for only truly exceptional presentations.
- This year, to help improve the development of our students, we are including space for OPTIONAL narrative feedback for each student’s presentation. Please keep in mind that students are at different points in their development with regards to presenting their work, and highly negative feedback can be demotivating. This feedback has the potential to be very motivating if you gently point out an area a student could focus on for next time. Feedback will be emailed to the presenter’s faculty mentor.
- Once you have made your selections for each category, click the submit button at the bottom of the page. Note: All fields must be filled out or selected in order to submit. There will be an error message if all fields/scores are not completed. If this is the case, review the form, supply the missing information and submit. After a slight delay you will get a message that your score has been submitted with the options of “Edit your response” or “Submit another response.”
- You will then select “Submit another response” to continue onto the next presenter in the session.
- If you wanted to “edit your response” this must be done as soon as you have submitted the scores. Once you have moved onto another presenter, past scores cannot be edited.

Please identify yourself to the student(s) as an SRS judge. Be sure to give yourself enough time to visit students in each of your assigned posters within the time allotted. Students are expected to stand near their posters and answer questions from judges during the allotted judging time.

If you are not comfortable with using the new online scoring system or do not have a smart phone, tablet or laptop, paper scoring sheets will be available at the registration desk.

Scoring Categories: Standards and expectations for the seven categories are described below:

- **Organization** refers to the quality and completeness of information presented. Only the most relevant information should be presented and have a layout/composition that makes an impact. There should be sufficient detail that explains the purpose, analysis or discussion of project elements. All images and/or graphs are labeled and described well.

- **Originality** refers to the research problem or project purpose and to the design or approach. The problem/purpose should be original and imaginative and display independent and/or creative thought. The design/approach should expand on established ideas or introduce new ideas.

- **Significance** refers to the importance or worth of the project. This category addresses the question of whether it was a worthwhile project to conduct and would make a meaningful contribution to the discipline.

- **Research Methodology** refers to the process used to collect information and data for the purpose of understanding the research problem or project. The use of tools, training and techniques should be evaluated. An analysis (explanation of the reasoning for the selection of the process or outcomes) should be applied to the problem but a conclusion or solution does not have to be provided.

- **Delivery** refers to the style of the presenter and the quality of the presentation. The presentation should be given in a manner (e.g., voice mannerisms, body language, and communication skills) that shows the enthusiasm, skill, and interest of
the student. The delivery also considers the quality of slides or other presentation materials, which should enhance the presentation-performance.

**Clarity** refers to the clearness of the presentation. Is the subject matter presented in a manner that is understood by the reader or listener or observer.

**Interaction with the Audience** refers to the presenter’s effectiveness in communicating the answers to questions posed by audience members. Is the reasoning used for the answer, clear, concise and understood.