

Instructions for Scoring Poster/Exhibit Presentations

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

Please identify yourself to the student(s) as an S³ judge. Be sure to give yourself enough time to visit students in each of your assigned posters/exhibits within the time allotted. Students are expected to stand near their poster/exhibit and answer questions from judges during the allotted judging time.

Step 1: Log In

- Use the email you registered with to log in to the Symposium platform.

Step 2: Navigate to the Judging Tab

- Once logged in, go to the "Judging" tab, where you will find a list of the presentations assigned to you for evaluation. *Presentations will be assigned to judges after registration closes on 24 Jan 2025. Each student will have an evaluation form/rubric attached.
- Under the Evaluations Tab, you will see a button for "View Presentation," that will take you to the Presenter's abstract information and student details. We invite you to review their abstract and watch their video with an introduction of themselves, their co-presenters and their abstract.

Step 3: Complete Each Evaluation

- After each presentation, please fill out the evaluation form for that student immediately. This ensures accuracy and allows you to provide feedback while the presentation details are fresh in your mind.

Step 4: Repeat for All Assigned Students

- Continue this process for each student assigned to you until all evaluations are complete.

Please use the QR code below to access the [online scoring form](#)



Scoring:

- Presentations are judged on a 5-point scale. Please read the descriptors in each of the categories ahead of time.
- If you do not have a smartphone, tablet, or laptop you can bring to use during the session, please contact us at s3@sdsu.edu as soon as possible. There will be a few laptops available to enter scoring in the judges' green room.
- Please select a score (1 through 5) for each of the seven categories by clicking the button corresponding to your chosen score. It is essential that your evaluations are fair, consistent, and align with appropriate standards for the academic level (e.g., undergraduate, master's, doctoral).
- Be judicious when awarding a score of 5—this rating should be reserved exclusively for outstanding presentations that exceed expectations.
- Please remember to provide some qualitative comments that reflect BOTH positive attributes of their research/presentation and suggestions for improvement or future directions of their research. Mentors will be able to share these comments with students and we want this experience to be an opportunity for reflection and growth. Your comments will be anonymous and not identifiable.
- 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 "Submit another response."
- You will then select "Submit another response" to continue onto the next presenter in the session.

Implicit Bias: We are all influenced by implicit bias, or the stereotypes that unconsciously affect our decisions. When judging, our implicit biases negatively impact students who are traditionally marginalized and disenfranchised. Before writing comments

or making a decision, please take a moment to reflect on any biases that may impact your decision making process.

Conflicts of Interest: Please note, faculty members cannot judge and score their mentee's poster/exhibit(s). This presents a conflict of interest and scores from faculty mentors will not be included in the final scoring summary from the other judges.

Co-presenters: In the case that a poster/exhibit is being presented by two or more co-presenters, the entire presentation will be given one score as a whole (e.g., the first author of the poster/exhibit). This pertains only to co-presenters, not co-authors.

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 (including an 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. The reasoning used for the answer was clear, concise, and understood.

Judge Questions:

Please consider asking some of the following questions of students:

- Please say more about your research methods. Why did you choose the techniques you did? What ideas or examples informed your work?
- What are some of the ways your research improves knowledge in your discipline?
- How might your research be used for the greater good or highlight social issues?
- What inspired your interest in this topic?
- What did you find challenging about the research process? How did you overcome that challenge?
- What, if anything, do you plan to do next with this research project?

Methodological Approaches:

You may be asked to judge presentations in fields that are unfamiliar to you. Please remember that goals and methodological approaches vary across disciplines and that all should be valued for the ways they may facilitate student engagement in the research or creative process.

Some things to keep in mind when judging or asking questions about different presentations:

- **Some research may be solely focused on theory testing while other research may be focused on finding solutions for real-life problems.**
- **Some research may be observational, descriptive, or even imaginative in nature.**
- **Still other work may focus on self-reflection, interrogating one's life for the ways it reveals disciplinary concepts.**
- **Work may also be interdisciplinary, combining approaches and ideas from multiple disciplines.**

As judges, we want to recognize that all of these approaches are valid. Further, even within a given approach, students may be in very different stages in their development as researchers. We want to both challenge and encourage them on their journey!