




**GLOBE** INTERNATIONAL VIRTUAL SCIENCE SYMPOSIUM

# Judging the 2018 GLOBE International Virtual Science Symposium

16 March 2018

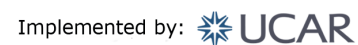
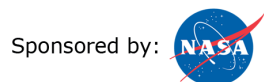


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# Presenter

Julie Malmberg, Ph.D.  
GLOBE Implementation Office



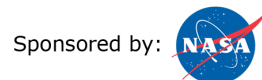
# Summary of Science Symposium


- 95 Entries – Goal: 3 judges per project

- Entries include:

- Research Report
- Presentation
- Optional badges

} Student Research Badge



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# Timeline of Judging

- **16 – 17 March:** Projects + scoring information emailed to judges.
- **18 – 24 March:** Review projects, ask students questions.
- **25 March:** All scores due. (Julie or Amy may email you before then!)
- **06 April:** Scores and feedback sent to teachers. Badges posted.
- **06 April:** Drawing for stipends.



# Information Needed for Judging

1. Project title
2. Correct grade band rubric
3. Google scoring form – all should be entered by 25 March
4. GLOBE.gov login – check this now! Need help accessing? [help@globe.gov](mailto:help@globe.gov)
5. If you do not have a GLOBE.gov login, you will receive information to login via “GLOBE Scientist”

*You will be emailed these items 16 – 17 March*

# Project Sheet

Your Name	# of projects													
Dixon Butler	8													
BADGES														
Students	Additional Contributors	Grade Level	Country	Region	Project Title	Poster or Video URL	Collaboration	Community Impact	Connection to STEM Prof	Engineering Solution	STEM Careers	Interscholastic Connection		
Borna Fable, Nensi Nadarević & Emili Šegon	IRENA - Istrian Regional Energy Agency, Croatian Forest Research Institute, Utility company "1. May", Labin	9-12	Croatia	Europe & Eurasia	CEDAR, symbol of longevity and power!	Poster	x	x	x					
Anita Duran Sara Gorički Tin Kuzmanović	Karlo Ložnjak Philip Carek Josip Klešćić	9-12	Croatia	Europe & Eurasia	Tempora mutantur (Times are changing), what about aerosols?	<a href="https://www.youtube.com/watch?v=nV8clioTc1g&amp;t=20s">https://www.youtube.com/watch?v=nV8clioTc1g&amp;t=20s</a>	x		x				x	
Wijdan Hussein Yahiech Jahdali, Nuran Abdul Aziz Alban, Sana Sinan Fahmi		9-12	Saudi Arabia	Near East and North Africa	The Climate Impact on Human in Madina Al-Monawara	Poster	x		x					x
Aseel Ali Abdullah Alghamdi	1- Dr. Fetouh Abdullah Al-Sayegh 2- Eng. Adel Abdullah Alghamdi	9-12	Saudi Arabia	Near East and North Africa	Study of pollution by nitrates in the Red Sea, Jeddah, Saudi Arabia	Poster		x	x				x	
LIU JIA-YI SHEN XIN-YING LU YU-TUNG		9-12	Taiwan Partnership	Asia & Pacific	Discover Sulfur Creek	Poster	x	x						



**2018 International Virtual Science Symposium**

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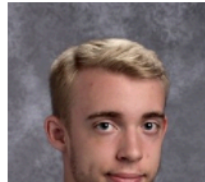
[Virtual Science Symposium Reports](#)

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## 2018 Virtual Science Symposium Reports

Year  Organization  Category

Sort By: [Date](#) | [Title](#)



03/14/2018

### [How Does the Atmosphere Influence the Urban Heat Island Effect and Therefore Surface Temperature?](#)

This project examines the influence of barometric pressure, air temperature, cloud cover, and relative humidity on surface temperatures and the urban heat island effect. >>



03/13/2018

### [The study of the water level management model that affect the growth and quality of rice Chainat 1](#)

This experiment is for the benefit of the farmer, during the off - season of rice water is very important to us during this season, that why we have this experiment to inform the farmer that there's no need to supply to much water during the off - season of rice. Instead of using hectares for irrigation, the formers can plant more ice on their irrigated land, if we will follow and apply this experiment, water shortage during off - season of rice will be solved and best quality of rice will be produce. >>



03/13/2018

### [Water Dispenser Kit Mimic the rain](#)

1. Invent equipment for water plant like raining. 2. Research quality of equipment for water plant like raining. >>



03/13/2018

### [Study on risk of dengue outbreak in Don Chan district To devise a device to cut out the mosquito life cycle](#)

The team has the idea to explore mosquito larvae. Identification of mosquito larvae for risk analysis. The mosquito in the district. The highest outbreak. To publicize this information to people in Donchan district. It also offers a way to block the invasion by the invention of a complete mosquito trapping device. To trap mosquitoes that cause disease that is harmful to people. The research team conducted research. Study the risk of outbreak. Dengue fever

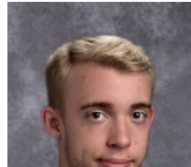
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- ✓ All
- Africa
  - Kenya
- Asia and Pacific
  - Taiwan Partnership
  - Thailand
- Europe and Eurasia
  - Croatia
  - Estonia
  - France
  - Israel
  - Netherlands
  - Latin America and Caribbean
    - Argentina
    - Brazil
    - Colombia
    - Uruguay
  - Near East and North Africa
    - Oman
  - North America
    - United States of America

### [How do weather conditions influence the Urban Heat Island Effect and Therefore Surface](#)

The influence of barometric pressure, air temperature, cloud cover, surface temperatures and the urban heat island effect. >>

### [How does water level management model that affect the growth and quality of](#)

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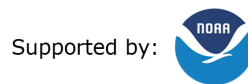
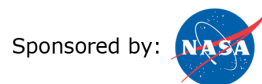
Sort By: [Date](#) | [Title](#)




01/01/2018

### [Free artificial Containers X Captivity Traps: What is the famous villain's favorite deposit?](#)

This study investigated the presence and the breeding sites preference of the *Aedes aegypti* mosquito in the surroundings of the Municipal School of Minas Gerais, Urca, city of Rio de Janeiro, Brazil represents a potential risk of the interrelation of this mosquito species with the population because he transmits Dengue, Chikungunya , Zika Virus and Urban Yellow Fever. >>



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## Free artificial Containers X Captivity Traps: What is the famous villain's favorite deposit?

**Organization:** [Escola Minas Gerais](#)

**Student(s):** : Juliana Vilela, Fábio França, Julia Pereira, Ana Júlia Cima, Gabriel Silva, Matheus Fernandes, Vitória Lavinia Lago, Samara Santos, Vanessa Macedo, Agatha dos Santos, Olga Romio.

**Grade Level:** Middle (6-8)

**GLOBE Teacher:** [INES MARIA MAUAD](#)

**Contributors:** Minas Gerais Principal Regina Paschoa and School Coordinator Tania Campos, FIOCRUZ (Elimina dengue Project), Go Mosquito Community, Dr. Russanne Low and Renee Codsí from Institute for Global Environmental Strategies.

**Presentation:** [View Link](#)

**Optional Badges:** [Collaboration](#), [Community Impact](#), [Exploring STEM Careers](#)

**Date Submitted:** 01/01/2018

### [View Research Report](#)

This study investigated the presence and the breeding sites preference of the *Aedes aegypti* mosquito in the surroundings of the Municipal School of Minas Gerais, Urca, city of Rio de Janeiro, Rio de Janeiro, Brazil.

The presence of *Aedes aegypti* in an urban area represents a potential risk of the interrelation of this mosquito species with the population because we know that *Aedes aegypti* is the mosquito that transmits Dengue, Urban Yellow Fever, Chikungunya and Zika Virus diseases.

Samples for the study were obtained by collecting mosquito larvae from different containers, such as artificial breeding sites (water tanks, tanks, trash, tires, etc.) and traps, made with 2-liter transparent PET bottles, placed at four school sites and two in areas around the school in the period of six months (June to November).

General News Topics: [Virtual Science Fair](#) Investigation Areas: [Hydrosphere](#) » [Mosquito Larvae](#)

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### Comments

No comments yet. [Be the first.](#)  [Subscribe to Comments](#)



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[Julie Malmberg](#)

This is the place where you can write comments!


Posted on 4/19/17 6:53 PM.

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# Grade Band Rubrics

Rubrics available at <http://globe.gov/science-symposium>, click on “Rubrics”

Home > News & Events > Events > Virtual Science Symposia > 2018 International Virtual Science Symposium > Rubrics

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## International Virtual Science Symposium - Rubrics

To score the International Virtual Science Symposium projects, a team of scientists will use the rubrics attached on this page. Note that rubrics are listed by grade level. Students and teachers are encouraged to use these documents when creating their reports.

### Rubrics

Kindergarten - 2nd Grades (Lower Primary, ages 5-8)

3rd - 5th Grades (Upper Primary, ages 8-11) | [en Español](#)

6th - 8th Grades (Middle School, ages 11-14) | [en Español](#)

9th - 16th Grades (High School, ages 14-18, and Undergraduates) | [en Español](#)



# Google Form

- Google form for entering scores – link will be sent via email
- Should be filled out once you are completely done reviewing a project
- Fill out one time for each project

## 2018 IVSS Judging Form

Thank you for serving as a Judge for the 2018 GLOBE International Science Symposium! We appreciate you! Please follow the directions below to complete the form.

You have been provided with 4 rubrics (scoring guides), one corresponding to each grade level category: K-2, 3-5, 6-8, or 9-16. You should refer to the appropriate rubric to evaluate and score each report. All scores will be reported through this Google Form.

All rubrics can be found here: <https://www.globe.gov/news-events/globe-events/virtual-conferences/2018-international-virtual-science-symposium/rubrics>

Please complete this form for each project you are evaluating. After submitting the form, you will be given a link to "Submit Another Response." Click on this link to complete each additional evaluation.

All scores are due by 25 March 2018.

This form consists of three sections:

1. Identification of Judge and Project
2. Project Scoring - Note that you will need to refer to the scoring guides/rubrics for this section
3. Optional Badges

At the end of the form, you will be prompted to submit the form.

Please contact Julie at [malmberg@ucar.edu](mailto:malmberg@ucar.edu) with any questions.

\* Required



**Email address \***

Your email

---

**Name of Judge \***

Your answer

---

**Student Country \***

Your answer

---

**Project Title (Please include the exact title) \***

Your answer

---

**What grade is the student in? \***

- Kindergarten - 2nd (Lower Primary)
- 3rd - 5th (Upper Primary)
- 6th - 8th (Middle School)
- 9th - 16th (High School and Undergraduates)

**NEXT**

# 2018 IVSS Judging Form

\* Required

## IVSS Criteria Rubric for grades 6-8

### Student Research Badge

Please refer to the scoring guides here for more detailed information:

[https://www.globe.gov/documents/10157/21723051/161103GLOBE-IVSS+BADGES\\_6-8.pdf/26104574-8548-40ad-a56c-cedcc29915a3](https://www.globe.gov/documents/10157/21723051/161103GLOBE-IVSS+BADGES_6-8.pdf/26104574-8548-40ad-a56c-cedcc29915a3)

4 stars: Report contains all of the project elements (see scoring guide) and makes clear connections among the elements. The report is well organized, neat and well presented. The writing is clear and concise. The report contains the five elements required for acceptance (see scoring guide), clearly labeled.

3 stars: Report contains all of the elements and most of the criteria described in the scoring guide and makes clear connections among them. The report is well organized, neat, and well presented. The writing is clear. The report contains the five elements required for acceptance, clearly labeled.

2 stars: The report contains most of the criteria listed in the scoring guide. The report is well organized. The report contains the five elements required for acceptance, clearly labeled.

1 star: The report contains the five elements required for acceptance, clearly labeled.  
(1,2,3,5,8)

How many stars do you give this project? \*

- 4 stars
- 3 stars
- 2 stars
- 1 star
- 0

General feedback on the project. This feedback will be given to the students.

Your answer

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BACK

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# 2018 IVSS Judging Form

## Optional Badges

Students can earn a maximum of three (3) badges. Check to see which badge(s) the student was trying to obtain. If a student did not select any badges, you can skip this section or you can select up to three badges you think they should have earned. (The report must clearly indicate how the students demonstrated the badge requirements.) The descriptions for each badge differ slightly between grade levels. Please indicate whether or not the student has earned the badge based on the requirements for the different grade levels.

### B1. Collaboration

K-5: All team members are listed, along with clearly defined roles, how these roles support one another, and descriptions of each student's contribution.

6-16: All team members are listed, along with clearly defined roles, how these roles support one another, and descriptions of each student's contribution. The descriptions clearly indicate the advantages of the collaboration.

### B1. Collaboration

- Badge earned
- Badge not earned

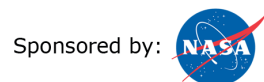
### B2. Community Impact


# 2018 IVSS Judging Form

Your response has been recorded.

[Edit your response](#)

[Submit another response](#)



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# Judging Tips

1. If you are not able to complete the judging for your projects, please let Julie ([malmberg@ucar.edu](mailto:malmberg@ucar.edu)) and Amy ([barfield@ucar.edu](mailto:barfield@ucar.edu)) know as soon as possible.
2. These are students 😊 - consider grade level too
3. Be positive – provide *constructive* feedback
4. Feedback (without your name) will be sent to students
5. Not all speak English as a first language – score on content rather than grammar
6. Check for content in the presentation too (note that some of the projects don't have a presentation)
7. If you can't find a project or think something is not correct, let Amy know right away

# Timeline of Judging

- **16 – 17 March:** Projects + scoring information emailed to judges.
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# Thank you!

- Certificates emailed out by the end of April
- Any questions or concerns, contact Julie at [malmberg@ucar.edu](mailto:malmberg@ucar.edu)

