Judging the 2020 GLOBE International Virtual Science Symposium

30 March 2020
Summary of Science Symposium

• 260+ Entries – Goal: 3 judges per project
• Entries include:
  – Research Report
  – Presentation
  – Optional badges

Student Research Badge

Student Research Badge
Timeline of Judging

- **30-31 March**: Projects + scoring information emailed to judges.
- **30 March - 06 April**: Review projects, ask students questions.
- **06 April**: All scores due. (Sarah or Amy may email you before then!)
- **22 April**: Scores and feedback sent to teachers. Badges posted.
- **22 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 06 April!
4. GLOBE.gov login – check this now! Need help accessing? 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 30-31 March.
IVSS
GLOBE INTERNATIONAL VIRTUAL SCIENCE SYMPOSIUM

1. LOOK AT YOUR ASSIGNED PROJECTS

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WWW.GLOBE.GOV/SCIENCE-SYMPOSIUM
<table>
<thead>
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<th>Article ID</th>
<th>Title</th>
<th>Student(s)</th>
<th>Additional Contributors</th>
<th>Grade</th>
<th>Country</th>
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<th>Video URL</th>
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<th>Badge - Make An Impact</th>
<th>Badge - Be an Engineer</th>
<th>Badge - Be a STEM Professional</th>
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Finding Reports

Find student reports here (both go to same place)
Filter to Find Project

Filter to 2020

Find projects based on country and grade level (information provided on your judge sheets)

Report Title: 
School Name: 
Year: 2020 
Region/Country: All 
Grade Level:
- Lower Primary (grades K-2, ages 5-8)
- Upper Primary (grades 3-5, ages 8-11)
- Middle School (grades 6-8, ages 11-14)
- Secondary School (grades 9-12, ages 14-18)
- Undergraduate
- Graduate

Report Type:
- Standard Research Report
- Mission Earth Report
- Mission Mosquito Report
- U.S. Student Research Symposia (SRS)

Protocols
- Atmosphere
- Biosphere
- Earth As a System
- Hydrosphere
- Pedosphere (Soil)
2020 Virtual Science Symposium Reports

See the reports for the 2020 IVSS below! If you don't see your report here, also look in the general GLOBE Student Research Reports.

Filter By

Sort By: Date | Title

03/17/2020
Tourism Affecting Amounts of Marine Debris and Microplastic at Samui Island, Southern Thailand
Tourism Affecting Amounts of Marine Debris and Microplastic at Samui Island, Southern Thailand >>

03/17/2020
TREATMENT OF PETROLEUM WASTEWATER USING HALOAALKALOTHERMOPHILIC BACTERIAL CONORTIUM UNDER EXTREME CONDITION
Bacteria are the most important microbial community that can do novel things, and vary in their species, and they have a significant impact on degradation of Polycyclic Aromatic Hydrocarbons (PAHs) in wastewater under extreme conditions. >>

03/15/2020
The effects of rusty water on bougainvillea
Bougainvillea is a climbing plant with thorns. Increased humidity in rusted water pipes. The problem is little to her, as they water Bougainville with polluted water. The effect of rust water on bougainvillea plant has been studied. Questions: What causes yellow spots on Bougainvillea? What are the effects on the leaves? The study was on (1/10/2019 - 31/1/2020). Data are recorded using atmospheric and moisture protocols, PH protocols of water and alkali. During the study period, due to the high pH in the water, it caused mechanical burns, yellow spots appeared on the leaves, and the ends were rough >>

http://globe.gov/science-symposium
Tourism Affecting Amounts of Marine Debris and Microplastic at Samui Island, Southern Thailand

Organization(s):  Samsen Wittayalai
Student(s): Kanuth Nichachotesalid, Kulyanist Somchoue, Napas Siriwansant, Naphat Somboonhansa, Natcha Takmatcha, Natricha Monaiyakul, Nirin Saengsingsak, Nopasorn Wilairattanapor, Nutanon Kitpanapor, Panpatriya Kohkaew, Patcharapor Jantapalueng, Peeranat Vattiyaklung, Piyapat Suksamian, Ploynapat Yothinprapasin, Saruch Santhidej, Sorawit Wantanakorn, Waranya Akamanuwat and Waritha Tortrakul
Grade Level: Secondary School (grades 9-12, ages 14-18)
GLOBE Teacher(s):  Wanwipa Suthakiet
Contributors: Sittichoke Boonchaulaeaw and Suchada Sattamun
Report Type(s): International Virtual Science Symposium Report
Protocols: Air Temperature, Surface Temperature
Presentation Poster: View Document
Optional Badges: Make An Impact, Be a STEM Professional
Language(s): English
Date Submitted: 03/17/2020

View Research Report

The amount of marine debris in the environment is increasing worldwide, which results in an array of negative effects to biota. This study provides the first account of marine debris and microplastics on the beach and in the sediment (shoreline and infralittoral) in relation to tourism activities on Samui Islands, southern Thailand. The study assessed the quality and quantity of marine debris and the quality, size and quantity of microplastics at three beaches, contrasting those under the influences of tourism and those that were not. Marine debris was counted from ground survey using applied ICC method. Microplastics with a size larger than 1 mm were counted, classified and photographed. Over 90.02% of marine debris was plastic, and microplastics were ubiquitous, which calls for classification of plastics as hazardous materials. A popular tourism beach with frequent cleaning seemed to have an effect on less macrodebris or microplastic quantity detected. Recommendations for future assessments are provided for Samui District Organization Office.

Return to Student Research Report Listing

Comments
No comments yet. Be the first. Subscribe to Comments

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Grade Band Rubrics

Rubrics available at [http://globe.gov/science-symposium](http://globe.gov/science-symposium), click on “Rubrics and Badges”
IVSS
GLOBE INTERNATIONAL VIRTUAL SCIENCE SYMPOSIUM

SCORING RUBRIC
LOWER PRIMARY
GRADES K-2
AGES 5-8

PROJECT ELEMENTS AND CRITERIA
(*REQUIRED ELEMENT)

1. Title*
   a. Concise (less than 15 words)
   b. Summarizes paper’s content

2. Summary*
   a. The problem
   b. Research questions
   c. Conclusions

3. Research Questions*
   a. Include why they are important and are of scientific interest
   b. Concern some aspect of Earth’s environment (local or global issue)
   c. Are answerable through scientific research appropriate to the scope of the report.

4. Research Methods*
   a. There is a direct link provided between the datasets and research question(s)
   b. Data collection: A description of GLOBE protocols used to answer the research question as well as where and how data was gathered in the field (sampling method: Where, how many samples were measured)
   c. The data presented are sufficient to answer the research question(s)

5. Results
   a. Tables and graphics of data
   b. Data support the conclusions

6. Conclusion*
   a. Gives a thoughtful explanation as to how the conclusion was reached
   b. Put findings in context, stating why they are important or relevant
   c. Impact of working with a project mentor

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Google Form

• Google form for entering scores – link will be sent *via email and is linked on your scoring sheets*

• Should be filled out once you are completely done reviewing a project

• Fill out *one time for each project*
2020 IVSS Judging Form

Thank you for serving as a Judge for the 2020 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/2020-international-virtual-science-symposium/rubrics-and-badges

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 06 April 2020. Judges who score at least 3 projects by the due date will receive a virtual badge and a certificate.

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 the IVSS team at ivss@globe.gov with any questions.

* Required
Email address *
Your email

Name of Judge *
Your answer

Student Country *
Your answer

Project Title (Please include the exact title - copy and paste title here) *
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)
IVSS Criteria Rubric for grades 9-16

Description (optional)

Student Research Badge

Please refer to the scoring guides here for more detailed information: https://www.globe.gov/documents/10157/21723051/161103GLOBE-IVSS+BADGES_HS-UO.pdf/1acc29f0d-9f84-4679-ba64-653e4285c6eb

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. *

Long answer text
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. Be a Collaborator

All team members are listed including students from the same school or schools from around the world, 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. If the students collaborated with students from another school, describe how working with other schools improved the research.

- Badge earned
- Badge not earned
2020 IVSS Judging Form

Your response has been recorded.

Edit your response
Submit another response
Judging Tips

1. These are students 😊
2. Consider grade-level
3. Be considerate of language differences – they may not understand what you are saying and you should score on content rather than grammar
4. Check for content in the presentation too (note that some of the projects don’t have a presentation and some projects may have uploaded their report as the presentation and presentation as the report)
5. Please keep in mind that these projects come from all over the world
Judging Tips

1. Be positive – provide *constructive* feedback
2. Highlight strengths
3. Think of areas you can focus on:
   1. **Project structure and complexity** (Do they have a clear strategy? Do they demonstrate a deeper understanding of the content/context?)
   2. **Data** (Is there enough data? Is the data understood? Did they do any analysis or visualization?)
   3. **Broader impacts** (Do they consider broader impacts such as ecological impacts?)
   4. **Resources used** (Did they use the correct tools/methods? Did they use GLOBE resources like the data visualization system?)
Example Comments

“Your research topic is a very important one. It focuses on the dangers that pesticides may have on the much needed agriculture in your area. With that said, it was interesting to find out that some of the treated plants even changed color due to the pesticides, which is very disconcerting. I love that you integrated the expertise of local farmers, as they get a first-hand look at how their crops react to what is in the soil and in the water within their growing fields. As you mentioned, it is truly important that you have addressed the need for those involved to seek out other, alternates to the pesticides, including DELTARIN. I hope that you will take this to your local environmental leaders and show them this data. One thing that I would like to have seen is better organization of the poster you have presented. I noticed different fonts and sizes and no real order to the text boxes. Thank you for a good project and am looking forward to seeing more research in the future.”
TIPS FOR PROVIDING STUDENT FEEDBACK

1. CONSIDER YOUR AUDIENCE: STUDENTS, GRADE-LEVEL, LANGUAGE, CULTURE, ETC.

When providing feedback, it is important to consider your audience. If you are giving feedback to students, first, remember that they are students and not professionals and thus should not be held to the same standard.

Second, remember what grade the student is in and their age. An elementary school student should be given feedback appropriate to their grade and age level and should look different than feedback you would provide to an undergraduate student.

Another thing to consider is what language you are providing feedback in and what language is the first language of the student who is receiving the feedback. If you use complicated jargon with a non-native speaker it may be hard for them to understand what you are saying. Similarly, if the student is a non-native speaker, they may make mistakes in grammar, spelling, and language so your feedback should be sensitive to that and should focus on the content rather than the language. This is especially true when it comes to science projects, where feedback should be focused on the content and scientific quality over the language and spelling.

These projects come from all over the world. Be objective while judging and sensitive to cultural differences. Do not judge cultural elements of the projects and instead focus on research content.

IDE CONSTRUCTIVE FEEDBACK

Feedback can be put to use.

Helpful and can help them become better scientists. Avoids advice that is specific and relevant to the student is actually capable of. Give students building artists and not criticisms that will tear them down.

THS

No right can be just as helpful.

The project is lacking or what improvements can be

IDEAS, HERE ARE SOME AREAS YOU COULD

Specific to each student. Here are some areas

Focus on:

- Simple questions, simple hypotheses, minimal work?
- Note: Simple is fine as long as they do a complete
- Super understanding of the content/context?
- Seen motivation/research questions, data gathered,

Resource Utilization:

- Did they fully utilize available resources (materials, equipment, STEM professionals/mentors, GLOBE data and vis system, other data sources, data analysis appropriate to grade level, collaborators)?

Structure:

- Project seem structured or exploratory?
- Into planning it? Was there a clear strategy?

I understood? (i.e. they predict unhealthy

- Relevant to the research question? Does it justify) to their conclusions?
- The right variables in their plots, analyses?
- Y statistical analysis or interpretation? Is there

Evaluation:

- Addressed? Data quality addressed?
- GLOBE data (including from other schools) helped with their research?

Act:

- Consider broader impacts? Is it just a simple question and answer?
- Considering what the data mean in the larger scope?
- Outcomes?
- Include personal motivation?
- E change in personal behavior, stewardship, lifestyle changes, involvement, action items related to project/data?
- Investigation fill a knowledge gap, does it ground truth or support projects?
- Motivate further investigation (and discussed)? Is the hypothesis well-defined? Was it supported or rejected as determined by data?
Judging Tips

1. If you are not able to complete the judging for your projects, please let us (ivss@globe.gov) know as soon as possible.

2. Conversely, if you can score more projects, let us know!

3. If you can’t find a project or think something is not correct, let us know right away.

4. If you have a conflict of interest with a project, let us know and we will change judges.
IVSS
GLOBE INTERNATIONAL VIRTUAL SCIENCE SYMPOSIUM

1. LOOK AT YOUR ASSIGNED PROJECTS
Your assigned projects are on your Google Sheet. These projects will be assigned to you by GIO staff and you will receive a spreadsheet with your specific assigned projects. Please do not score other projects than the ones you are assigned.

2. FIND YOUR ASSIGNED PROJECT
All the projects are available in the 2020 IVSS database. The easiest way to find a project is to filter by country ("Organization") or to sort by title.

3. USE THE CORRECT GRADE RUBRIC
Scoring guides are available below and online. Please make sure to use the appropriate scoring guide/rubric. The grade band is included with the project.

4. FILL OUT YOUR SCORING FORM
Use the Google scoring form to submit your scores. You should fill out this form once for each of your assigned projects. Also make sure to include the exact report title as we do have some very similar project titles.

5. MAKE COMMENTS TO THE STUDENTS
To make comments, you will need to use your globe.gov login. If you have an account, but need help accessing it, contact help@globe.gov. If you do not have an account, but wish to make comments or ask questions on a student report, use the login - science@globe.gov, password: IVSS2017. Make sure to sign your name if using the science@globe.gov account.

WWW.GLOBE.GOV/SCIENCE-SYMPOSIUM
Free artificial Containers X Captivity Traps: What is the famous villain's favorite deposit?

**Organizations:** Escola Minas Gerais

**Students:** 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 Codsi 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

Return to Student Research Report Listing
If you are using the “GLOBE Scientist” account, make sure to sign your name.
Timeline of Judging

• **30-31 March:** Projects + scoring information emailed to judges.

• **30 March- 06 April:** Review projects, ask students questions.

• **06 April:** All scores due. (Sarah or Amy may email you before then!)

• **22 April:** Scores and feedback sent to teachers. Badges posted.

• **22 April:** Drawing for stipends.
Thank you!

• Certificates emailed out by the end of April
  – If you score 3+ projects by 06 April
• Any questions or concerns, contact us at ivss@globe.gov