Judging the 2021 GLOBE International Virtual Science Symposium

29 March 2021
Education Team
The GLOBE Implementation Office (GIO)

Julie Malmberg
Education and Outreach Team Lead

Amy Barfield
Education and Training Specialist

Sarah Parsons
Program Specialist

Emma Hagen
Program Specialist

Sponsored by: NASA  Supported by: NSF  Implemented by: UCAR
Summary of Science Symposium

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

Student Research Badge
Timeline of Judging

- **29-30 March:** Projects + scoring information emailed to judges.
- **29 March- 05 April:** Review projects, ask students questions.
- **05 April:** All scores due. (Sarah, Emma, 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 and/or Article ID #
2. Correct grade band rubric – updated for 2021!
3. Google scoring form – all should be entered by 05 April!
4. GLOBE.gov login – check this now! Need help accessing? globehelp@ucar.edu
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 29-30 March.
New Project Allowance
For this year only!

This year only, students were allowed to use historical GLOBE data as well as newly collected GLOBE data.

This is in contrast with previous years where students had to use newly collected GLOBE data in their reports.

Please keep this in mind when scoring your reports this year!
IVSS
GLOBE INTERNATIONAL VIRTUAL SCIENCE SYMPOSIUM

SCORING INFORMATION
A 5-STEP PROCESS

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WWW.GLOBE.GOV/SCIENCE-SYMPOSIUM
<table>
<thead>
<tr>
<th>Article ID</th>
<th>Title</th>
<th>Student(s)</th>
<th>Additional Contributors</th>
<th>Grade</th>
<th>Country</th>
<th>Protocols</th>
<th>Video</th>
</tr>
</thead>
<tbody>
<tr>
<td>80160090</td>
<td>The Characteristics of the West Nile Virus shown By Using the MODIS Satellite</td>
<td>Alexandra Collins, Treashure Richardson</td>
<td>Dr. Rusty Low, SME, IGES</td>
<td>Secondary School (grades 9-12, ages 14-18)</td>
<td>United States</td>
<td>Mosquitoes,</td>
<td><a href="http://zzz">Link</a></td>
</tr>
<tr>
<td>80160169</td>
<td>Mapping Precipitation Levels in Massachusetts to Help Visualize Past Risk Areas of EEE</td>
<td>Arthi Vijayakumar</td>
<td>Dr. Rusty Low, SME, IGES</td>
<td>Secondary School (grades 9-12, ages 14-18)</td>
<td>United States</td>
<td>Mosquitoes,</td>
<td><a href="http://zzz">Link</a></td>
</tr>
<tr>
<td>80161952</td>
<td>Quality of Land Cover Observations: Satellite Imagery Vs. In-Situ Observations</td>
<td>Gowtham Kadyala, Shantanu Raghavan, Emily Xiao, Ryan Zhang</td>
<td>Dr. Rusty Low, Peder Nelson, Dr. Ericka Podest</td>
<td>Secondary School (grades 9-12, ages 14-18)</td>
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Finding Reports

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

Filter to 2021

Find projects based on country and grade level (information provided on your judge sheets), and now you can search by Article ID!

Make sure to “Apply Filter”
Tourism Affecting Amounts of Marine Debris and Microplastic at Samui Island, Southern Thailand

Organization(s): Samsen Wittayalai
Student(s): Kanuth Nichachotesalid, Kulyanist Somchoue, Napas Siriwantsant, Naphat Somboonhanusa, Natcha Takmatcha, Natricha Monaiyakul, Nirin Saengsingsak, Nopasorn Wilairattanaporn, Nuttanon Kitpanaporn, Panpariya Kohkaew, Patcharapor Jantapaluak, Peeranat Vattvityaklung, Piyapat Suksamalan, Ploypat Yothinpraspin, Saruch Santhidej, Sorawit Wantanakorn, Waranya Akamanuwat and Waristha Topraku

Grade Level: Secondary School (grades 9-12, ages 14-18)
GLOBE Teacher(s): Wanwipa Suthakiet
Contributors: Sittichoke Boonchaulaew 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

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


**IVSS Rubrics**

To score the International Virtual Science Symposium projects, a team of judges will use the rubrics on this page. Note that rubrics are listed by grade level. Students and teachers are encouraged to use these documents to support the IVSS report writing and research process. Updated rubrics for the IVSS 2021 are available below. Click on the rubric to open the pdf in a new window.

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**Tips for Providing IVSS Student Feedback Guide**

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### GLOBE IVSS 9th-16th Grades Rubric (High School and Undergrad)

<table>
<thead>
<tr>
<th>**** (Exceptional)</th>
<th>*** (Good)</th>
<th>** (Needs Improvement)</th>
<th>* (Insufficient)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A “4 Star” report gives above and beyond the expectations of this project. It makes you think, “Wow!”</td>
<td>Report contains all of the elements and most of the criteria listed below, however some elements are unclear or missing.</td>
<td>Report contains the five elements required for acceptance, however some major elements are missing.</td>
<td>Report submitted, but is lacking significant information or does not contain all five elements required for acceptance in detail.</td>
</tr>
<tr>
<td>Report makes clear connections among ideas and concepts discussed.</td>
<td>Report makes clear connections among topics and ideas presented.</td>
<td>The report is somewhat organized.</td>
<td>The report is missing one or more of the five elements required for acceptance, may or may not be clearly relevant, and contains some more work in certain areas.</td>
</tr>
<tr>
<td>The writing is clear and concise.</td>
<td>The report includes some discussion of topics addressed.</td>
<td>The writing is clear.</td>
<td>The report contains the five elements required for acceptance, clearly labeled.</td>
</tr>
<tr>
<td>The report contains the five elements required for acceptance, clearly labeled, and includes an in-depth discussion of each.</td>
<td>The report is well organized, neat and well presented.</td>
<td>The report is clear.</td>
<td>The report demonstrates the ability to draw insightful conclusions.</td>
</tr>
<tr>
<td>Report demonstrates the ability to draw insightful conclusions.</td>
<td>The writing is clear.</td>
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</tr>
</tbody>
</table>
New rubrics have been created for 2021! You will still assign a score between 1-4 stars, but the expectations for the different scores are more spelled out.

**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

Required elements remain the same in 2021.
**IVSS**

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[Website: WWW.GLOBE.GOV/SCIENCE-SYMPOSIUM]
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
2021 IVSS Judging Form

Thank you for serving as a Judge for the 2021 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/2021-international-virtual-science-symposium/rubrics

Rubrics have been updated for 2021!

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 05 April 2021. 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 globeivss@ucar.edu with any questions.

* Required
New this year: the ability to search for projects by Article ID!
Please note the updated language and expectations for the scoring guide (from the rubric).

4★ = “Exceptional”

3★ = “Good”

2★ = “Needs improvement”

1★ = “Insufficient”

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<table>
<thead>
<tr>
<th>IVSS Criteria Rubric for grades 6-8 (Middle School)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description (optional)</td>
</tr>
</tbody>
</table>

**Student Research Badge**

Please refer to the scoring guides here for more detailed information: https://www.globe.gov/documents/14010/68789738/IVSS+2020+Rubric+5th-8th+Grades.pdf/0af1ad05-ad39-49d8-8f1a-3d68b09387d8. Rubrics have been updated for 2021.

4 stars (Exceptional): A “4 Star” report goes above and beyond the expectations of this project. It makes you think, “Wow!” Report shows noticeable effort towards understanding complex scientific concepts. The report is well organized, neat and well presented. The writing is clear and concise. The report contains the five elements required for acceptance, clearly labeled, and includes an in depth discussion of each. Report demonstrates the ability to draw insightful conclusions.

3 stars (Good): Report contains all of the elements and most of the criteria listed below however some minor elements are unclear or missing. Report makes mostly clear connections among topics and ideas presented. Report includes some discussion of topics addressed. The report is well organized, neat and well presented. The writing is clear. The report contains the five elements required for acceptance, with a insightful discussion.

2 stars (Needs improvement): Report contains some of the five elements required for acceptance, however some major elements are missing. The report is somewhat organized. The report is missing an in depth discussion or analysis of their topic.

1 star (Insufficient): Report is missing significant information and/or multiple sections of the report and does not contain all elements required for acceptance in detail.

Tips for Student Feedback: https://www.globe.gov/documents/10157/21483322/Tips+for+Providing+Student+Feedback_final-1.pdf/f92ff5db-09bc-4834-8552-1194c4e43848

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**How many stars do you give this project?**

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

B1. Be a Collaborator

- Badge earned
- Badge not earned
2021 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
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. It should be specific and relative to the student. Give students building blocks and not criticisms that will tear them down.

THS

ne right can be just as helpful.

The project is lacking or what improvements can be made to achievements of the students. If a student has a specific aspect of their project, let them know.

IDEAS, HERE ARE SOME AREAS YOU COULD

Focus on:

feedback

Specific to each student. Here are some areas:

- Simple questions, simple hypotheses, minimal work
- Understanding of content/context
- Motivation/research questions, data gathered,

ACT:

- Project seem structured or exploratory?
- Go into planning it? Was there a clear strategy?
- Is it understood? (i.e. they predict unhealthy but define no parameters of what is healthy), relevant to the research question? Does it justify to their conclusions?
- Are the right variables in their plots, analyses?
- Is statistical analysis or interpretation? Is there a visualization of the data?
- GLOBE data (including from other schools) helped with their research?

ACT:

- Consider broader impacts? Is it just a simple question and answer or is it considering what the data mean in the larger scope?
- Personal impacts?
- An investment in personal behavior, stewardship, lifestyle changes, involvement, action items related to project/data?
- Investigation fill a knowledge gap, does it ground truth or support hypothesis?
- Further investigation (and discussed)? Is the hypothesis well-defined? Was it supported or rejected as determined by data?

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)?
Judging Tips

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

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

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. Hopefully, being able to search by Article ID will make finding projects easier!

4. If you have a conflict of interest with a project, let us know and we will change judges.
“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.”

Krisanadej Jaroensutasinee

This is a good study on how salinity affecting plant growth. It is a clear result that high soil salinity affected plant growth. This study has very nice experimental design and tested on four plant species. Here are my questions.
1. Your results have showed that high soil salinity would decrease plant growth rate. What would you be your suggestions to farmers? Should they stop planting plants?
2. If we would like to predict the plant growth with the amount of soil salinity, how should we conduct our experiment?

Great work!

Posted on 3/25/18 8:54 AM.
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WWW.GLOBE.GOV/SCIENCE-SYMPOSIUM
Free artificial Containers X Captivity Traps: What is the famous villain's favorite deposit?

Organization: Escola Minas Gerais

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

Grade Level: Middle (6-8)

GLOBE Teacher: INES MARIA MAUAD

Contributors: Minas Gerais Principal Regina Paschoal 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 a Mosquito Larvae

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Thank you!

• Certificates emailed out by the end of April
  – If you score 3+ projects by 05 April
• Any questions or concerns, contact us at globeivss@ucar.edu.

The IVSS email address has changed. Please make sure you are using our new email!