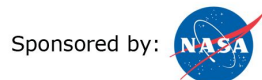




GLOBE INTERNATIONAL VIRTUAL SCIENCE SYMPOSIUM

Judging the 2021 GLOBE International Virtual Science Symposium

29 March 2021



Implemented by:  UCAR

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

Summary of Science Symposium

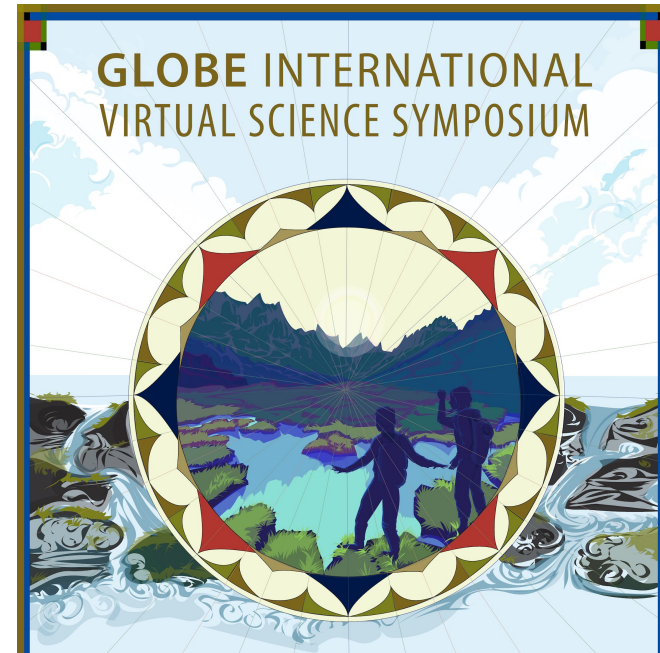
- 200+ Entries – Goal: 3 judges per project
- Entries include:
 - Research Report
 - Presentation
 - Optional badges

} 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.

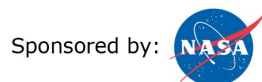
New Project Allowance


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!



Implemented by:  UCAR

IVSS

GLOBE INTERNATIONAL VIRTUAL SCIENCE SYMPOSIUM

SCORING INFORMATION A 5-STEP PROCESS



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Project Sheet

This will be emailed to you!

A	B	C	D	E	F	G	H	
GLOBE 2021 IVSS Judging								
Your Name	# of projects	*Copy and paste the 'Article ID' of your assigned projects into the search under 'Filter By' on the GLOBE website through this link*	Rubrics					
		Judging Feedback due by Monday, 05 April	Feedback Submission Form					
Notes	Article ID	Title	Student(s)	Additional Contributors	Grade	Country	Protocols	Vid
	80160090	The Characteristics of the West Nile Virus shown By Using the MODIS Satellite	Alexandra Collins, Treashure Richardson	Dr. Rusty Low, SME, IGES Peder Nelson, SME, Oregon State Dr. Erika Podest, SME, NASA JPL	Secondary School (grades 9-12, ages 14-18)	United States	Mosquitoes,	http://Ziz
	80160169	Mapping Precipitation Levels in Massachusetts to Help Visualize Past Risk Areas of EEE	Arthi Vijayakumar	Dr. Rusty Low, SME, IGES Peder Nelson, SME, Oregon State Dr. Erika Podest, SME, NASA JPL	Secondary School (grades 9-12, ages 14-18)	United States	Mosquitoes,	http://iO
	80161952	Quality of Land Cover Observations: Satellite Imagery Vs. In-Situ Observations	Gowtham Kadiyala, Shantanu Raghavan, Emily Xiao, Ryan Zhang	Dr. Rusty Low Peder Nelson Dr. Ericka Podest	Secondary School (grades 9-12, ages 14-18)	United States	Mosquitoes,	http://giu

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Finding Reports



Home > Do GLOBE > Research & Resources > Student Res

Share

Research & Resources

- Student Research Reports
- Student Resources
- Teaching Resources
- Higher Ed Resources
- Publications
- GLOBE Equipment

Student Resources

Check out student research reports. Would you like to see a graphic to the right of the report?

Interested in participating in a **Virtual Science** activity? Get more information!

Filter By

Sort By: Date

By Earth Sphere >

GLOBE Teacher's Guide (Protocols) >

Student Research Reports

Elementary GLOBE

Classroom Activities >

Research & Resources >

GLOBE Observer Website

Measurement Campaigns >

Zika Education and Prevention Project

Translated Material >

Student Research Reports

Student Resources

Teaching Resources

Higher Ed Resources

Publications

GLOBE Equipment

Upload Your Research Report

Find student reports here (both go to same place)



Earth Day activity 2018

Earth Day Activity 2018 Dedicated to provide the information and inspiration needed to fundamentally change human attitude and behavior about plastics. >>



04/11/2019

PM2.5

In recent years, global warming has become increasingly serious, leading to many serious changes in the global environment. >>

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!

Student Research Reports

Check out student research reports from around the world! Would you like to have your report added? Click on the graphic to the right to submit your report. Please note that projects can be uploaded in any language!

Upload your research report

Interested in participating in the **GLOBE International Virtual Science Symposium**? Click [here](#) for more information!

Close Filter

Report Title:

School Name:

Article ID:

Year: 2021

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
- International Virtual Science Symposium Report
- Mission Mosquito Report
- U.S. Student Research Symposia (SRS)

Protocols

Atmosphere
Biosphere
Earth As a System
Hydrosphere
Pedosphere (Soil)

Apply Filter

Clear

Make sure to "Apply Filter"

**2020 International
Virtual Science
Symposium**

[Instructions](#)

[Rubrics and Badges](#)

[Resources](#)

[FAQs](#)

[Virtual Science
Symposium Reports](#)

[Volunteer to Judge](#)

[Student Blog](#)

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, Natnicha Monaiyakul, Nirin Saengsingsak, Nopasorn Wilairattanaporn, Nuttanon Kitpanaporn, Panpariya Kohkaew, Patcharaporn Jantapaluek, Peeranat Vatvittayaklung, Piyapat Suksamlan, Ploynapat Yothinprapasin, Saruch Santhidej, Sorawit Wantanakorn, Waranya Akamanuwatr and Waristha Tortraku

Grade Level: Secondary School (grades 9-12, ages 14-18)

GLOBE Teacher(s): [Wanwipa Sutthakiet](#)

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

[View Research Report](#)

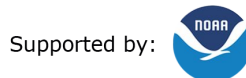
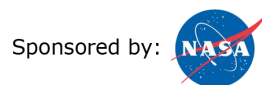



The amount of marine debris in the environment is increasing worldwide, which results in an array of negative effects to biota. This study provides the first account of marine debris and microplastics on the beach and in the sediment (shoreline and infralittoral) in relation to tourism activities on 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>, click on “Rubrics”

2021 International Virtual Science Symposium

Virtual Science Symposium Reports

Instructions

Rubrics

Badges

Resources

FAQs

Volunteer to judge

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.



Tips for Providing IVSS Student Feedback Guide

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



**** (Exceptional)	*** (Good)	** (Needs Improvement)	* (Insufficient)
<ul style="list-style-type: none">A “4 Star” report goes above and beyond the expectations of this project. It makes you think, “Wow!”Report makes clear, in depth connections among ideas and concepts discussed.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.	<ul style="list-style-type: none">Report contains all of the elements and most of the criteria listed below however some minor elements are unclear or missing.Report makes 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, clearly labeled.	<ul style="list-style-type: none">Report contains the five elements required for acceptance, however some major elements are missing.The report is somewhat organized.The report is missing one or more of the five elements required for acceptance, may or may not be clearly labeled, and could use some more work in certain areas.	<ul style="list-style-type: none">Report submitted, but is missing significant information or does not contain all five elements required for acceptance in detail.

GLOBE IVSS Kindergarten - 2nd Grade Rubric (Lower Primary)

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)

**** (Exceptional)	*** (Good)	** (Needs Improvement)	* (Insufficient)
<ul style="list-style-type: none"> ∨ Report shows enthusiasm for the sciences and potential for further growth and understanding at this grade band. ∨ Students are creative in their research/ approach to writing this report and do their best to accomplish all of the elements required for the IVSS. ∨ Content is informative and has most supporting details. 	<ul style="list-style-type: none"> ∨ Students are creative in their research/ approach to writing this report and do their best to accomplish most of the elements required for the IVSS. ∨ Students are enthusiastic about their report topic. ∨ Content is informative and has some supporting details. 	<ul style="list-style-type: none"> ∨ Students do their best to accomplish some of the elements required for the IVSS. ∨ Writing may be a little unclear but the report is still organized. ∨ Report could use significant work to clarify main points and understanding for this grade band. 	<ul style="list-style-type: none"> ∨ Students do their best to accomplish the elements required for the IVSS but have left out significant sections or ideas. ∨ Report is fairly unorganized, does not follow IVSS formatting, and/or writing may be unclear.

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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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!



Email address *

Your email _____

What is your name? *

Your answer _____

What country is the student project from? *

Note that this is student country, not your country.

Your answer _____

What is the exact title of the project? (PLEASE COPY AND PASTE THE EXACT TITLE) *

Your answer _____

What is the Article ID number for the project? Please copy and paste it 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)

Please note the updated language and expectations for the scoring guide (from the rubric).

4★ = “Exceptional”

3★ = “Good”

2★ = “Needs improvement”

1★ = “Insufficient”

IVSS Criteria Rubric for grades 6-8 (Middle School)

Description (optional)

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-4834-8552-1194cae43848

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

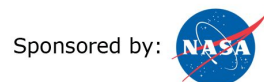
- Badge earned
- Badge not earned

2021 IVSS Judging Form

Your response has been recorded.

[Edit your response](#)

[Submit another response](#)



Implemented by:  UCAR

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:
 - **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 (globeivss@ucar.edu) 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. 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

Example Feedback

“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.”

Comments

 Add Comment

 Subscribe to Comments



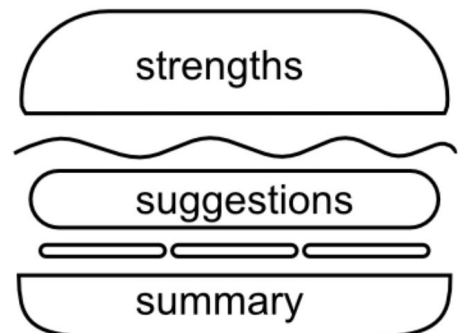
[Krisanadej Jaroensutasinee](#)

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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**2018 International
Virtual Science
Symposium**

[Instructions](#)

[Rubrics](#)

[FAQs](#)

[Resources](#)

[Students Needing
Mentors](#)

[Volunteer Sign-Up](#)

[Mentors for Students](#)

[Virtual Science
Symposium Reports](#)

[Shareable Images](#)

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).

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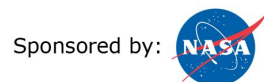
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Timeline of Judging

- **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.

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.

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