Scoring Each Project
We will ask you to score each of your assigned posters in order to determine the top 5 "Outstanding Poster Presentations." Each student’s project will be reviewed by three judges. Below, you will find information to help you in scoring and providing feedback to students.

To complete the scoring form, please visit: https://bit.ly/2JcXuEN

Be aware that we need you to complete the online judging form NO LATER THAN 6:00pm. We will be tallying the scores during the event and will announce award winners at 6:20pm.

Here are some criteria you can use to assist you in determining a score:

1. **Quality of Visual Presentation**
   a. Is the poster/visual aesthetically pleasing?
   b. Is the display free of unnecessary detail?
   c. Written sentences on the poster are concise.
   d. The primary research objectives, methods, results and conclusions are clear

2. **Quality of Oral Presentation**
   a. Is the presenter knowledgeable of subject area and speaking at a level appropriate to the audience?
   b. Does the presenter actively engage with audience and address questions?
   c. The oral presentation offers information that enhances the poster.

3. **Excellence of Content**
   a. **General Things to Consider**
      i. Is the title clear and compelling?
      ii. Is the content easy to understand and does it flow logically?
      iii. Do the tables, graphs, photos or other images aid in the presentation?
      iv. Without verbal explanation, can readers grasp the intent of the poster?
   b. **Background and Objectives/Hypotheses**
      i. Background information is understandable and relevant
      ii. A compelling research question/objective is clearly defined
      iii. Hypotheses are defined and supported by the background information
   c. **Empirical Logic**
      i. Methods/procedures are easy to follow and clearly explain how data were collected / how any tasks were performed. Sample sizes are reported.
      ii. The project design demonstrates ingenuity and addresses the research question(s)/objective(s)
      iii. The project achieves high validity. (Not all forms may be applicable)
         1. Construct Validity - Did the researcher measure what they intended to?
         2. Internal Validity – Can conclusions of cause and effect be made? Were controls or comparative groups appropriately used?
         3. External validity – Are results generalizable?
   d. **Results and Conclusions**
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i. Results are reported in an appropriate format (graphs, tables)
ii. Reasonable conclusions are drawn and supported by results
iii. The value of the research findings is clearly communicated

Providing Feedback
We encourage you to provide brief feedback to students on both their project’s strengths and areas for improvement.

Why Feedback is Important:
1. Feedback accelerates student learning
   - Students learn faster and more deeply if they know what the strengths and weaknesses of their performance are and most importantly, how to improve future performance.
2. Feedback produces learner autonomy
   - Students tend to become self-regulated learners when they are provided with detailed feedback on performance as well as guidance.
3. Feedback directly impacts student experience
   - Constructive and properly delivered feedback contributes an ability to interpret feedback, be it positive or negative, more objectively.

How to Give Constructive Feedback:
1. Positive Phrasing – provide a positive framework for the message
   - Explicitly identify and positively reinforce what was done well
2. Concreteness – ground feedback in observable behavior
   - Prioritize your feedback – focus on the most important areas you have observed. Choose one or two things the person can concentrate on. When giving feedback, call attention to those areas that need the most improvement.
   - Be descriptive rather than evaluative. Describe the students’ actions and the results you observed. It is good practice to begin most feedback with, “In my opinion . . .” or “In my experience . . . . “
3. Focus and Action-Orientation – give a specific plan of action to follow
   - Constructive feedback should be specific and clear. This applies to when you are praising the student or pointing out an area that could have been done better.
   - **Example 1:** Rather than saying, “I thought you did an excellent job” you could list the specific things that the student did well, i.e. he or she might have solved the problem effectively or communicated interest and enthusiasm. Explain how these techniques contributed to their success.
   - **Example 2:** Rather than saying, “Sometimes you weren’t clear in your explanations . . . .”, tell them exactly where they were vague and describe why you had trouble understanding them.
   - Avoid explaining what you would have done in a similar situation; frame your feedback in terms of students’ learning. Try something like “Perhaps next time you could try ________.”