



AMERICAN ASTRONOMICAL SOCIETY

Enhancing and sharing humanity's scientific understanding of the universe since 1899.

AAS Chambliss Student Achievement Awards Judging Form: Graduate Students

Student's Name: _____ Judge's Name: _____

Student's Poster Number: _____ Judging Day (circle): Tues. (1xx.xx) Wed. (2xx.xx) Thur. (3xx.xx)

Judging Times: Morning break (9:30 am to 10:00 am Tue./Thu.; 9:40 am to 10:00 am Wed. only; no Mon./Fri. posters) and afternoon poster session (5:30 pm to 6:30 pm Tuesday, Wednesday, & Thursday; not Monday or Friday)

Directions: Circle one underlined response in each of the brackets for EACH BULLET that best describes this student's poster and presentation. Enter the corresponding number (1, 2, 3, or 4) in the Score column. Sum the Score column and enter the total in the Total Score cell. Enter this score ONLINE (<http://aas.org/score>) before 8:00 pm on Thursday (you must be logged in as a member to access this form). Then hand in this paper score sheet at the registration desk before noon on Thursday.

If student is not present at his/her poster at either of the two daily judging times, his/her poster is disqualified. Simply check this box ☐ and return this form to the AAS registration desk after submitting a score of 0 ONLINE (<http://aas.org/score>).

Judging Criteria		4=Exemplary (accomplished); 3=Proficient (effective); 2=Basic (limited); 1=Below Basic (lacking)	Score
Content Knowledge as Demonstrated Orally and on Poster (weighted by 2/3 rd s)	Conceptual Understanding of Project Within the Broader Context of Astronomy	• Student/poster [<u>easily and concisely</u> (4) / <u>sufficiently</u> (3) / <u>is somewhat able to</u> (2) / <u>struggles to or cannot</u> (1)] describe(s) the problem or need the student's project addressed.	x 2 =
		• Student/poster [<u>easily and concisely</u> (4) / <u>sufficiently</u> (3) / <u>is somewhat able to</u> (2) / <u>struggles to or cannot</u> (1)] describe(s) how the student's project was designed to address this problem or meet this need.	x 2 =
	Knowledge of How the Project was Conducted	• Student/poster [<u>easily and concisely</u> (4) / <u>sufficiently</u> (3) / <u>is somewhat able to</u> (2) / <u>struggles to or cannot</u> (1)] describe(s) the student's methods.	x 2 =
		• Student/poster [<u>easily and concisely</u> (4) / <u>sufficiently</u> (3) / <u>is somewhat able to</u> (2) / <u>struggles to or cannot</u> (1)] describe(s) the uncertainties and/or limitations of the student's project.	x 2 =
	Understanding of the Results and Implications of the Project	• Student/poster [<u>easily and concisely</u> (4) / <u>sufficiently</u> (3) / <u>is somewhat able to</u> (2) / <u>struggles to or cannot</u> (1)] describe(s) how the outcomes of the student's project improved our understanding of the stated problem or met the need the student's project addressed.	x 2 =
		• Student/poster [<u>easily and concisely</u> (4) / <u>sufficiently</u> (3) / <u>is somewhat able to</u> (2) / <u>struggles to or cannot</u> (1)] describe(s) possible next steps toward further understanding the student's stated problem or further meeting the need the student's project addressed.	x 2 =
Other Non-Content Related Aspects of the Oral and Poster Presentation (weighted by 1/3 rd)	Poster Mechanics	• Poster [<u>easily and concisely</u> (4) / <u>sufficiently</u> (3) / <u>somewhat</u> (2) / <u>limits or prohibits</u> (1)] leads/leading reader through a logical flow from (e.g.) title, to introduction, explanation of project, summary/conclusion, and references.	
		• Graphics include [<u>all</u> (4) / <u>sufficiently</u> (3) / <u>some</u> (2) / <u>almost no</u> (1)] appropriate labels and units.	
	Verbal Organization of Project	• Student's oral presentation was [<u>extremely</u> (4) / <u>sufficiently</u> (3) / <u>somewhat</u> (2) / <u>limited in being or was not</u> (1)] clear, concise, and logical.	
		• Listener could [<u>easily</u> (4) / <u>sufficiently</u> (3) / <u>somewhat</u> (2) / <u>was limited in or could not</u> (1)] follow lines of reasoning.	
	Verbal Interaction with Others	• Student [<u>was extremely able</u> (4) / <u>was sufficiently able</u> (3) / <u>was somewhat able</u> (2) / <u>struggled</u> (1)] to articulate, to use proper volume, to use appropriate language for the student's level of education/expertise, and to convey a high level of confidence/poise.	
		• Student was [<u>extremely</u> (4) / <u>sufficiently</u> (3) / <u>somewhat</u> (2) / <u>mostly not or not</u> (1)] consistent and adequate in responding to questions, including clarifying and restating as necessary.	
TOTAL SCORE (max. 72)			