



## How Posters are Judged in the Chambliss Competition

To also help ensure that all students are judged as equally as possible, we provide two items for judges to use:

- 1) a scoring rubric (required) and
- 2) a set of optional discussion/prompts or questions which may be used to ask students about items in the rubric.

## Scoring Rubric

There is only one rubric for ALL posters (undergrad/grad, paper/cloth or iPoster) and for both **research and education projects**.

Judges are asked to familiarise themselves with the rubric prior to judging even if they have been a Chambliss judge in the past.

Students should **identify if they are an undergraduate or graduate student**. The competitions are assessed separately, but sometimes have judges in common, so the judge will need this information when submitting scores, and should ask if it is not otherwise clear.

## Questions for Students

The rubric may be judged via **an informal conversation about the poster**, including if the student wishes, a **clear, succinct (2-5 minutes) pre-prepared walk through of the poster**, which leaves time for discussion and questions. Students should be aware judges may have a limited time to judge multiple posters in a poster session, and expect a total interaction of about 5-10 minutes, but some judges may choose to spend longer.

Also available is a list of Chambliss Judge Questions for Students which can be used as conversation starters (see below). Each judge will score on the rubric, and may choose to leave comments behind for students by using the bottom half of the questions sheet.

## What You Do When a Student Isn't at Their Poster

Judges who do not find their assigned students at their posters during their scheduled judging times will assign a score of zero to the student and enter this score online (see the scoring rubrics below), unless (rarely) a different poster discussion time is agreed by both judge and student.

## Final Scores and Determining Winners

Judges' score sheets will not be shared with other judges nor with students. AAS staff will tally scores and choose winners in the different categories.

## AAS Chambliss Student Achievement Awards Rubric: ALL Students

Student's Name: \_\_\_\_\_ Student's Poster #: \_\_\_\_\_ Grad/Undergrad (circle): Grad / Undergrad

Please use this to take notes on scores, final scores will be submitted online.

Judging Criteria		Criterion	Exemplary (accomplished) (4 points)	Sufficiently (3 points)	Somewhat (2 points)	Limited or cannot (1 point)	Score
<b>Content Knowledge as Demonstrated Orally and by Poster (Weighted by 2/3rds)</b>	<b>Conceptual Understanding of Project Within the Broader Context of Astronomy</b>	Student/poster describes problem/need the student's project addresses					x 2 =
		Student/poster describes how the project was designed to address this problem/meet this need.					x 2 =
	<b>Knowledge of How the Project was Conducted</b>	Student/poster describes the methods used.					x 2 =
		Student/poster describes the uncertainties and/or limitations of the student's project.					x 2 =
	<b>Understanding of the Results and Implications of the Project</b>	Student/poster describes how the outcomes of the student's project improved our understanding of the stated problem or met the need that the project addressed.					x 2 =
		Student/poster describes possible next steps toward further understanding the stated problem or further meeting the need that the project addressed.					x 2 =
<b>Other Non-Content Related Aspects of the Oral and Poster Presentation (Weighted by 1/3rd)</b>	<b>Poster Mechanics</b>	A viewer can find and follow logical flow in the poster from (e.g.) title, to introduction, to explanation of project, to summary/conclusion; and references are included.					
		A viewer can interpret results presented in all plots and graphics due to their appropriateness, legibility, and inclusion of all necessary labels/units.					
	<b>Verbal Organization of Project</b>	Student's oral presentation was clear, concise, and logical.					
		A listener could follow lines of reasoning in the poster/project.					
	<b>Verbal Interaction with Others</b>	Student is able to use proper volume, appropriate language for the student's level of education/expertise, and to convey a high level of confidence/poise in oral discussion.					
		Student provides consistent/adequate responses to questions, including clarifying and restating as necessary.					
Judges who do not find their assigned students at their posters during their scheduled judging times will assign a score of zero to the student and enter this score online unless (rarely) a different poster discussion time is agreed by both judge and student.						<b>TOTAL SCORE (max. 72)</b>	



## Chambliss Judge Questions for Students

Judges are **invited to identify themselves**, and must determine if the student is a graduate or undergraduate student.

The rubric may be **judged via an informal conversation about the poster**, including if the student wishes, a **clear, succinct (2-5 minutes) pre-prepared walk through of the poster**, which leaves time for discussion and questions. Students should be aware judges may have a limited time to judge multiple posters in a poster session.

The following questions may be helpful as **conversation starters**, if these questions are not otherwise answered by the student or poster:

1. Are you a graduate or undergraduate student?
2. What [problem] [need] did your project address?
3. How was your project designed to address this [problem] [need]?
4. How did you go about doing your project?
5. What were the uncertainties or limitations of your project?
6. How did your project [improve our understanding of this problem] [meet this need]?
7. What are some possible next steps that could further [our understanding of this problem] [meet this need]?

**If you would like to provide comments to the student, there is space below to make notes. Please then include this in the space in the online form.**

----- 

Chambliss Judge comments: