KENNESAW STATE UNIVERSITY
OFFICE OF RESEARCH
Undergraduate Research

Instructions for Judging Student Presentations

Oral Presentations or Performances: These are in-person student presentations or performances chosen to represent each college. Each presentation is given in 10 minutes with a 2–3-minute Q&A after the presentation. You are to evaluate the quality of the presentation as well as the ability of the student to respond to questions from you and others. As this is an in-person session, please stop by check-in to scan the QR code provided to access the online scoring form.

Poster and Visual Display Presentations: Students presenting posters/visual displays have been assigned a 45-minute period to be available to stand by their presentation, give a 2-3 minute summary of the project, and then respond to questions. You are responsible for evaluating only the posters/displays to which you have been assigned. Be sure to give yourself enough time to visit students in each of your assigned posters within the allotted time. As this is an in-person session, please stop by check-in to scan the QR code provided to access the online scoring form.

Virtual Presentations: Virtual Presentations only refer to the modality—these can be an oral presentation with a slide deck, a performance, a stagnant poster, or a visual display. You will be provided with a TEAMS link for the timeslot to which you have been assigned, which will include up to four presentations. Each presentation is given in 12 minutes with a 3-minute Q&A after the presentation. Please check your calendar invite to access the online scoring form, and the order of presentations. As a judge, you are also requested to act as a moderator to ensure the session starts on time, help facilitate the flow of the presentations, and to move the session along in the event of a no-show presenter.

Co-presenters: *In the case that a presentation is being given by two or more co-presenters, the entire presentation will be given one score (e.g., the first author of the poster/exhibit).*

Methodological Approaches:

You may be asked to judge presentations in fields that are outside of your discipline. Please remember that goals and methodological approaches vary across disciplines and that all are valued for the ways they facilitate student engagement in the research or creative process.

Some things to keep in mind when judging or asking questions about different presentations:

- Some research may be solely focused on theory testing while other research may be focused on finding solutions for real-life problems.
- Some research may be observational, descriptive, or even imaginative in nature.
- Other work may focus on self-reflection, interrogating one's life for the ways it reveals disciplinary concepts.
- Work may also be interdisciplinary, combining approaches and ideas from multiple disciplines.

As judges, we want to recognize that all of these approaches are valid. Further, even within a given approach, students may be in very different stages in their development as researchers. We want to both challenge and encourage them on their journey!

Judge Questions:

If, at the time of the presentation, you are unsure how to engage the students, please consider asking some of the following questions:

1. Please tell me more about your research methods. Why did you choose the techniques you used? What ideas or examples informed your work?
2. What are some of the ways your research improves knowledge in your discipline?
3. How might your research be used for the greater good or to highlight social issues?
4. What inspired your interest in this topic?
5. What did you find challenging about the research process? How did you overcome that challenge?
6. What, if anything, do you plan to do next with this research project?

Reminders

Implicit Bias: We are all influenced by implicit bias, or the stereotypes that unconsciously affect our decisions. When judging, our implicit biases negatively impact students who are traditionally marginalized and disenfranchised. Before writing comments or making a decision, please take a moment to reflect on any biases that may impact your decision-making process.

Conflicts of Interest: Please note, faculty members cannot judge and score their mentee's poster/display(s). This presents a conflict of interest, and scores from faculty mentors will not be included in the final scoring summary from the other judges. If you are now or have been involved in research in this lab or with this project, please let us know

your potential conflict of interest by emailing our@kennesaw.edu. Depending on the conflict, you may be reassigned to judge for a different session.

Scoring Procedure:

- Presentations are judged on a 10-point scale. Please read the descriptions in each of the categories ahead of time.
- If you do not have a smartphone, tablet, or laptop you can bring to use during the session, we will have printed copies so that you may take notes and enter your scores digitally at a later time. However, we ask that all judging be submitted no later than Saturday, April 25, 2026, at 12:00pm noon.
- In the online judge form, you will associate each presentation with its ID number affixed to the right side of the poster, oral presentation slides, and in the calendar invite for virtual presentations.
- Please select a score (0 through 10) for each of the three categories by clicking the button corresponding to your chosen score. It is essential that your evaluations are fair, consistent, and aligned with appropriate standards for the academic level (e.g., undergraduate, master's, doctoral).
- Be judicious when awarding a score of 10 as this rating should be reserved exclusively for outstanding presentations that exceed expectations.
- Please remember to provide some qualitative comments that reflect BOTH positive attributes of their research/presentation and suggestions for improvement or future directions of their research. We want this experience to be an opportunity for reflection and growth. Your comments will be used to determine the different winners of the Symposium.
- Once you have made your selections for each category, click the submit button at the bottom of the page. Note: All fields must be filled out or selected to submit. There will be an error message if all fields/scores are not completed. If this is the case, review the form, supply the missing information, and submit it.
- You will then select "Submit another response" to continue onto the next presentation you were assigned to in that session.
- If a presenter is not present, there will be a section to denote this in the electronic judging form.

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Judging Categories: These are the dimensions upon which the presentations are judged.

1. Visual materials

POOR (0-4 points): The PowerPoint or other visual materials are neither visually appealing nor creative. Little use of visuals to convey information. The slides or other visual materials are difficult to read from a distance. The slides or other visual materials are not professional looking. There are numerous spelling, punctuation, grammar, or other writing errors on the slides that detract from readability.

ADEQUATE (5-6 points): The PowerPoint or other visual materials have adequate visual appeal with limited creativity. Some use of visuals to convey information. Some portions of the slides or other visual materials are not readable from a distance. The slides or other visual materials are somewhat professional looking. There are many spelling, punctuation, grammar, or other writing errors on the slides.

GOOD (7-8 points): The PowerPoint or other visual materials have good visual appeal, shows some creativity. Good use of visuals to enhance the information. The slides or other visual materials are readable from a distance. The slides or other visual materials are professional looking. There are few spelling, punctuation, grammar, or other writing errors on the slides.

EXCELLENT (9-10 points): The PowerPoint or other visual materials have excellent visual appeal, shows creativity. Excellent use of visuals to enhance the information. The slides or other visual materials are easily readable from a distance. The slides or other visual materials are very professional looking. There are no spelling, punctuation, grammar, or other writing errors on the slides.

2. Content

POOR (0-4 points): The content is poor; the project seems to represent a poor, low-quality research project.

ADEQUATE (5-6 points): The content is adequate; the project seems to represent an adequate research project.

GOOD (7-8 points): The content is good; the project seems to represent a good, quality research project.

EXCELLENT (9-10 points): The content is excellent; the project seems to represent an innovative, high-quality research project.

3. Oral Delivery

POOR (0-4 points): Speaker does not provide a clear synopsis of the project. The synopsis is very long or very short. Delivery is unclear and unprofessional; excessive use of filler words such as "like," "um," etc. The speaker is not able to adequately answer questions about the project.

ADEQUATE (5-6 points): Speaker gives an adequate synopsis of the project. The synopsis is a little too long or a little too short. Delivery is somewhat unclear and unprofessional; some use of filler words such as "like," "um," etc. The speaker is mostly able to answer questions; might be a little unclear in places.

GOOD (7-8 points): Speaker gives a good synopsis of the project. The synopsis is about the right length. Delivery is clear and professional; avoids excessive use of filler words such as "like," "um," etc. The speaker is able to answer any questions.

EXCELLENT (9-10 points): Speaker gives an excellent synopsis of the project. The synopsis is neither too long nor too short. Delivery is clear and professional; avoids use of filler words such as "like," "um," etc. The speaker is able to answer any questions in a clear, understandable way.