

STUDENT SYMPOSIUM VIRTUAL SECOND-ROUND JUDGE

The **Student Symposium Virtual Second-Round Judge** will score the recorded paper presentations of the top 8 student teams selected to compete for the virtual SAS Global Forum 2021. Eight teams will have been selected through our paper selection process and will provide recorded presentations of their papers for the final step of the Student Symposium Competition. The top three teams will be chosen from this select eight and formally recognized during the virtual forum. Your commitment as a second-round judge will be for virtual only and will span approximately four hours in total.

BENEFITS: You will have direct access to the types of research ideas and the problem-solving capabilities of students who are currently preparing for their careers as SAS professionals. You will also reap the rewards of knowing that you played a significant role in providing the selected teams a virtual platform for presenting their research in a high-profile environment.

RESPONSIBILITIES:

1. Pre-Conference:
 - a. No responsibilities
2. During the Virtual SAS Global Forum Hosting Period: Virtual judging for the Student Symposium will be conducted during a one-week period prior to the Virtual SAS Global Forum. As a virtual judge, you will receive a link to the recorded student presentation and an evaluation form for each of the eight student symposium teams. You will be asked to:
 - a. View ALL eight recorded student presentations.
 - b. For each recorded student presentation, complete scoring rubric. See the virtual presentation scoring rubric below for details on the eight areas on which the student teams will be judged.
 - c. Return the completed evaluation forms to the Student Symposium Coordinators by Sunday, May 23, 2021.
3. Post-Conference:
 - a. No responsibilities

NOTES:

1. As a virtual second-round judge, you must not be affiliated with any of the universities represented, or have graduated from any of the competing universities within the last five years.
2. Your total time commitment is approximately four hours during a one-week period to be coordinated with the Virtual SAS Global Forum, made up of eight 20-minute presentations, followed by a 10-minute period for completing the virtual presentation scoring rubric.

SAMPLE RUBRIC:

SCORING:	1	2	3	4	5	6	7	8	9	10
Organization	Presentation shows little organization, unclear purpose, and/or unclear relationships or transitions. Conclusion not clearly stated nor related to purpose. Presentation goals are unclear and/or not met.		Audience has significant difficulty following presentation because students jump around, but a clear presentation and conclusion are presented.		Students sometimes deviate from train of thought or proposed outline, connections are attempted but not made clear for the audience, conclusions are provided but weak.		Students present information in logical, interesting sequence which the audience can follow, basic presentation goals are met.		Presentation is well organized with a beginning, middle, and end. There is a strong organizing theme, with clear main ideas and transitions leading to sound conclusions. Exceeds presentation goals.	
Subject Knowledge	Students have no knowledge of the topic area, do not have grasp of information; and/or students are providing incorrect information.		Students have very little knowledge in the topic area, are uncomfortable with information and have difficulty relaying detailed information.		Students have some knowledge in the topic, but it is noticeable that they are uncomfortable with a significant portion of information presented.		Students are knowledgeable about the topic area, are at ease with explaining the information, and provide adequate information.		Students demonstrate full knowledge and mastery of the topic area by providing detailed explanations and elaboration.	
Mechanics	Presentation has a significant number of misspellings and/or grammatical errors and this distracts from the presentation.		Presentation has four or more spelling errors and/or grammatical errors.		Presentation has three misspellings and/or grammatical errors.		Presentation has no more than two misspellings and/or grammatical errors.		Presentation has no misspellings or grammatical errors.	
Visuals	Students use superfluous visuals or no visuals. Visuals may distract significantly from the presentation.		Students occasionally use visuals that rarely support text and presentation. Visuals may distract significantly from the presentation.		Students' visuals relate to text and presentation. Visuals may distract from the presentation.		Students' visuals explain and reinforce screen text and presentation.		Students' visuals are unique, interesting, and add significant value to the presentation.	
Elocution	Students mumble, incorrectly pronounce a relatively large number of terms, and speak too quietly for audience members to hear.		Students incorrectly pronounce a noticeable number of terms. Audience members have difficulty hearing the majority of the presentation.		Student's voices are somewhat clear. Students incorrectly pronounce some terms. Audience members have difficulty hearing but are able to understand the majority of the content presented.		Student's voices are clear. Students pronounce most words correctly. Most audience members can hear.		Students use a clear voice and correct, precise pronunciation of terms so that all audience members can hear and understand.	
Enthusiasm and Vocal Variation	Students read directly from the slides/notes through the entire presentation.		Students spend most of the presentation reading from slides/notes.		Students spend a noticeable amount of the presentation reading from slides/notes; but make significant attempts to demonstrate dynamic vocal variation.		Students demonstrate dynamic vocal variation most of the time but frequently return to slides/notes.		Students demonstrated a knowledge of, and enthusiasm for, the material and seldom returning to notes.	
Length	Students run over time (time is not appropriately used). Conclusion was weak or lacking, there were no time for questions, and/or students did not heed room organizers when asked to wrap up.		Presentation lacks conclusion and/or time is not appropriately used (no time for questions, presentation was too short / ended too early).		Time was appropriately used, but conclusion appeared inadequate given the content. Time may have been provided for questions.		Clear summary/conclusion is provided. There was little to no time allotted for questions.		Appropriate length. Clear summary/conclusion is provided. Adequate time was allotted for questions.	
Overall	Very weak presentation.		Below average presentation.		Average presentation.		Above average presentation.		Very strong presentation.	