



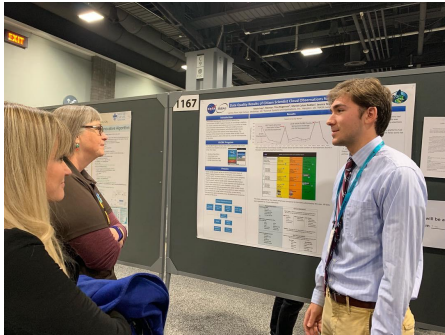
2025 GLOBE International Virtual Science Symposium (IVSS)

Welcome to the 2025 IVSS Judging Webinar!

www.globe.gov/news-events/meetings_symposia/virtual-conferences

International Virtual Science Symposium (IVSS) Summary

The IVSS provides an opportunity for primary through undergraduate students from all GLOBE countries to showcase their GLOBE research projects. By participating in the IVSS, students have the opportunity to receive valuable feedback from STEM professionals, earn virtual badges, and engage in the scientific process.



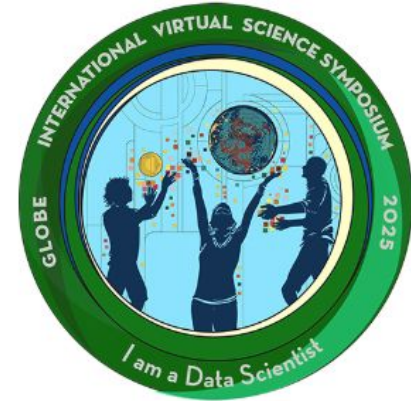
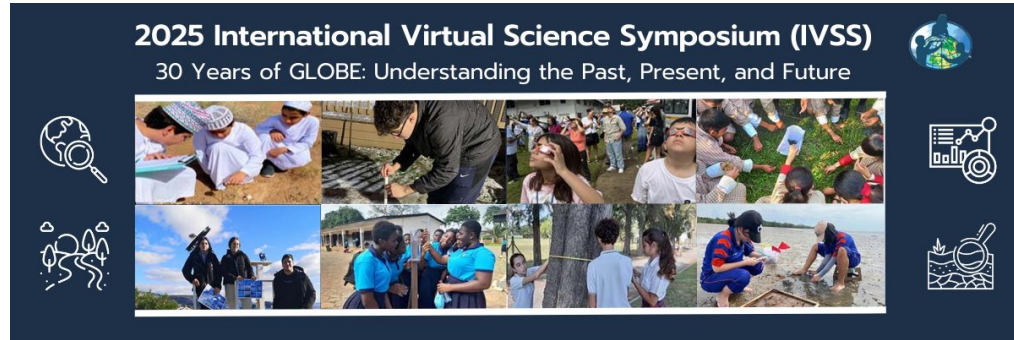
Projects include:

- Research Report
- Presentation
- Badge explanations





2025 IVSS Theme: 30 Years of GLOBE: Understanding the Past, Present, and Future Celebrating GLOBE's 30th Anniversary in 2025!



The 2025 IVSS theme celebrates the GLOBE Community's effort of submitting over over 250 million measurements to the GLOBE database over program's 30-year history.

IVSS Volunteer Judges

- We rely on scientists, educators, and STEM professionals from all over the world who volunteer their time to judge student research projects.
- We aim to have at least 3 judges provide feedback on each student project.
- Judges are matched to projects based on area of specialization, as possible

Thank YOU -
volunteer judges
are instrumental
to the success of
the IVSS!



"Thank you for the opportunity to score the student research. These students give me hope for the future!"

- GISN Member

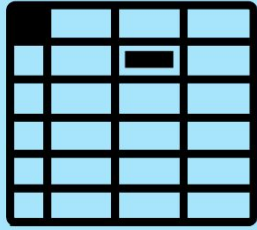


2025 IVSS Judging Timeline

- **18 March:** Projects and scoring information emailed to judges
- **19 March- 2 April:** Judging Period
- **2 April: All scoring forms due**
- **22 April:** Feedback sent to educators and badges posted on GLOBE.gov school pages
- **22 April:** GLOBE Earth Day Broadcast and celebration of all IVSS projects



The Four Steps of Judging



1

Review Your
Project Details
Sheet



2

Find Your
Assigned
Projects on
GLOBE.gov



3

Evaluate Each
Project Using
the Correct
Grade-level
Rubric



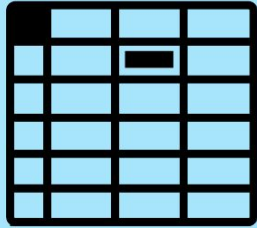
4

Fill Out the
Scoring
Form for
Each Project

1. Judges are assigned specific projects



You will receive a “Judge Project Details Sheet” with information about your assigned projects.



1

Review Your
Project Details
Sheet



2

Find Your
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3

Evaluate Each
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4

Fill Out the
Scoring
Form for
Each Project

Judge Project Details Sheet

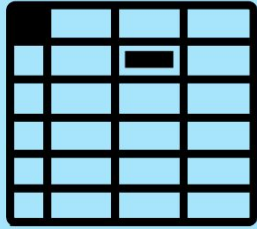
You will be emailed a spreadsheet with details about projects you have been assigned to score. An example of the Project Details Sheet is shown below.

GLOBE 2025 IVSS Judging: Project Details			*Judging Feedback due by end of day in your time zone on 2 April 2025															
Your Name	Number of projects	Instructions for accessing reports: Use the "friendly url" link in Column R to access each project directly. You can also search for projects using the filters on the Student Reports page by clicking on "open filters" and copying the "Article ID" into the appropriate search field. Please see "IVSS Judge Scoring Instructions" email for more information, and email ivss@noaa.gov with any questions. Search for reports on the Student Research Reports	Access Scoring Rubrics Access Scoring and Feedback															
Judge Name	3		BADGES															
Notes	Article ID	Title	Student(s)	Additional Contributors	Grade	Country	Protocols	Link to Video / ArcGIS StoryMap URL	Badge - I am an Earth System Scientist	Badge - I am a Problem Solver	Badge - I am a Collaborator	Badge - I make an Impact	Badge - I work with a STEM Professional	Badge - I am an Engineer	Badge - I am a STEM Storyteller	Badge - I am a Data Scientist	Friendly URL	
	122112678	Temperature and Relative Humidity: Cripple Creek and Chatanika River, Interior Alaska	Eli Knapp, Michelle Morris	Matt Robertson, University of Alaska Forest Soils Lab, provided the Hobo	Undergraduate	United States	Air Temperature, Relative Humidity		TRUE	FALSE	FALSE	TRUE	FALSE	FALSE	TRUE	TRUE	https://www.globe.gov/do-globe/research-resources/student-research-reports/-/projectdetail/globe/temperature-and-relative-humidity-cripple-creek-and	
	119792778	El latido del CEIBO. Descubriendo su esencia	Bengolea Efrain Grosso Pigozzi Juan Pedro Guíaz Gianfranco Polizzi José Alejo	Flavia Pascualini, Mariela Fariás y Marcos Grasselli	Upper Primary (grades 3-5, ages 8-11)	Argentina	Biometry (including Tree Height)	https://www.youtube.com/watch?v=J1gwwQS23YE	FALSE	TRUE	TRUE	FALSE	FALSE	FALSE	TRUE	FALSE	https://www.globe.gov/do-globe/research-resources/student-research-reports/-/projectdetail/globe/el-latido-del-caibo-descubriendo-su-esencia	
	122978098	Caracterización de la vegetación autóctona presente en el entorno escolar.	Bruno Acevedo y Juana Bazzino (en acompañamiento de los demás estudiantes de 4to y 5to grado).	Estudiantes de 6to grado de la misma institución ("Alfred Nobel", Las Violetas).	Upper Primary (grades 3-5, ages 8-11)	Uruguay	Biometry (including Tree Height)		FALSE	TRUE	TRUE	FALSE	FALSE	FALSE	TRUE	FALSE	https://www.globe.gov/do-globe/research-resources/student-research-reports/-/projectdetail/globe/caracterizaci%C3%B3n-de-la-vegetaci%C3%B3n-aut%C3%B3ctona-presente-en-el-entorno-escolar	



2. Access Student Projects

Use the link provided on the Project Details Sheet in Column Q or search for the report on the Student Research Reports page using the Article ID.



1

Review Your
Project Details
Sheet



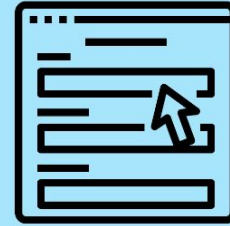
2

Find Your
Assigned
Projects on
GLOBE.gov



3

Evaluate Each
Project Using
the Correct
Grade-level
Rubric



4

Fill Out the
Scoring
Form for
Each Project

Judge Project Details Sheet

Links provided:
 1: Direct link to each project
 2: Scoring rubrics by grade-level
 3: Google scoring and feedback submission form
 4: Student Reports database

GLOBE 2025 IVSS Judging: Project Details			*Judging Feedback due by end of day in your time zone on 2 April 2025														
Notes	Article ID	Title	Student(s)	Additional Contributors	Grade	Country	Protocols	Link to Video / ArcGIS StoryMap URL	Badge - I am an Earth System Scientist	Badge - I am a Problem Solver	Badge - I am a Collaborator	Badge - I make an Impact	Badge - I work with a STEM Professional	Badge - I am an Engineer	Badge - I am a STEM Storyteller	Badge - I am a Data Scientist	Friendly URL
		<p>Instructions for accessing reports: Use the "friendly url" link in Column R to access each project directly. You can also search for projects using the filters on the Student Reports page by clicking on "open filters" and copying the "Article ID" into the appropriate search field. Please see "IVSS Judge Scoring Instructions" email for more information, and email ivss@nasa.gov with any questions.</p> <p>Search for reports on the Student Research Reports</p>							BADGES								
	122112678	Temperature and Relative Humidity: Cripple Creek and Chatanika River, Interior Alaska	Eli Knapp, Michelle Morris	Matt Robertson, University of Alaska Forest Soils Lab, provided the Hobo	Undergraduate	United States	Air Temperature, Relative Humidity		TRUE	FALSE	FALSE	TRUE	FALSE	FALSE	TRUE	TRUE	https://www.globe.gov/do-globe/research-resource/student-research-reports/-/projectdetail/globe/temperature-and-relative-humidity-cripple-creek-and
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Student Report Page

Research

Student Research Reports

GLOBE Science Process

GLOBE Publications

Assessing and Improving Soil Fertility at Chonradsadornumrung School Using the Selected Organic and Inorganic Substances

Organization(s): Chonradsadornumrung School

Country: Thailand

Student(s): Siravich Sikrai, Kirati Kamjutpai, Jesadakorn Netthong, Thanyawat Soonlai, Natnicha Nuangsaphawee, and Proud Arparmongkol

Grade Level: Secondary School (grades 9-12, ages 14-18)

GLOBE Teacher: Marvin Esparagoza Servallos

Contributors: Co-Research Advisor: Ms. Rawadee Meesuk

Report Type(s): International Virtual Science Symposium Report, Standard Research Report

Protocols: Air Temperature, Relative Humidity, Soil Fertility, Soil pH, Soil Temperature

Presentation Poster: [View Document](#)

Optional Badges: I am a Collaborator, I am a Data Scientist, I make an Impact

Language(s): English

Date Submitted: 02/15/2024

[View Research Report](#)



Presentation may be a poster, PowerPoint, Prezi, Storymap, podcast, or video. Video URLs are also found on Judge Project Details Sheet.

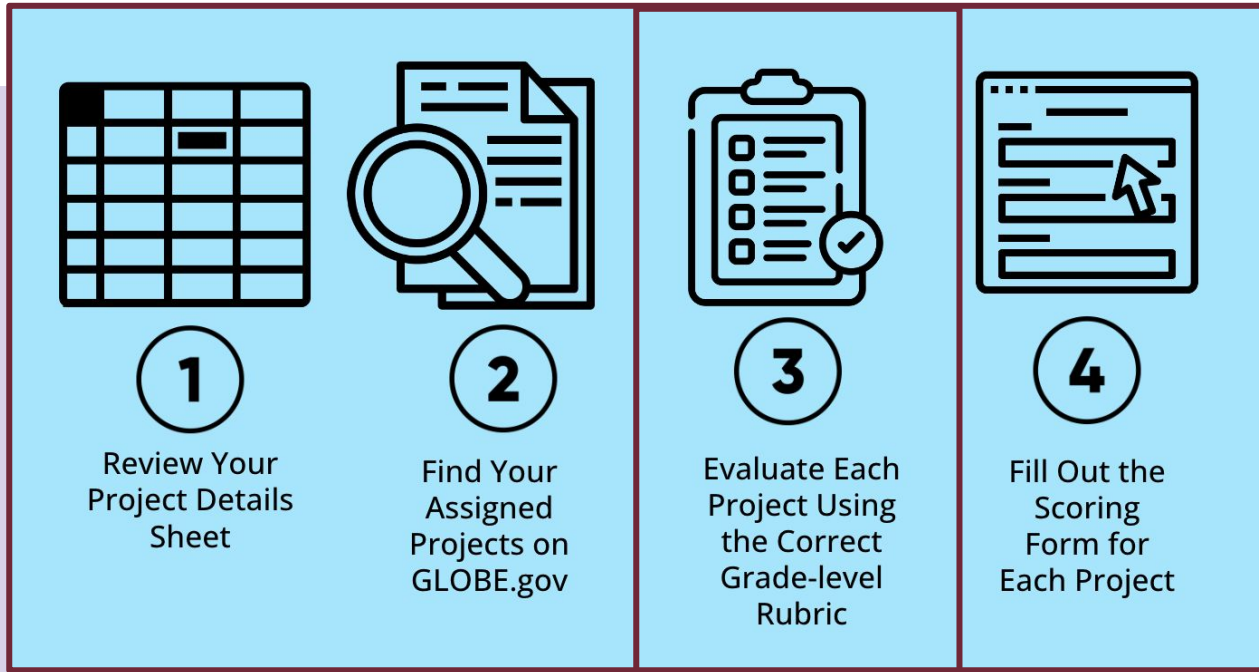
Make sure you evaluate both the report and presentation on your scoring form.

This scientific investigation aims to assess and improve the soil fertility at Chonradsadornumrung School using various organic and inorganic substances. The quality of the soil from the chosen site was tested using the standard protocol from Globe and equipment from Extech. The study site was divided into 6 sections and treated with organic and inorganic substances such as egg shells, oyster shells, shredded papers, fruits, and combined substances while the other section has no treatment (control). The results of the different experiments were observed, gathered, and compared using one-way ANOVA and Tukey HSD Test. Based on the experimentations, results and gathered data, the researchers concluded that there was a significant difference ($p < 0.05$) in soil pH, relative humidity, air temperature, and soil temperature measured at 5 cm and 10 cm depth. The organic and inorganic substances can improve the soil fertility at Chonradsadornumrung School and among the treatments, the combined substances are the most effective in increasing the amount of nitrogen (N), phosphorus (P), and potassium (K). In addition, more research should be done to test the other soil properties in the study site and the amount of NPK will be measured after 1 month. Keywords: Soil Fertility, soil parameter, ANOVA and Tukey HSD Test

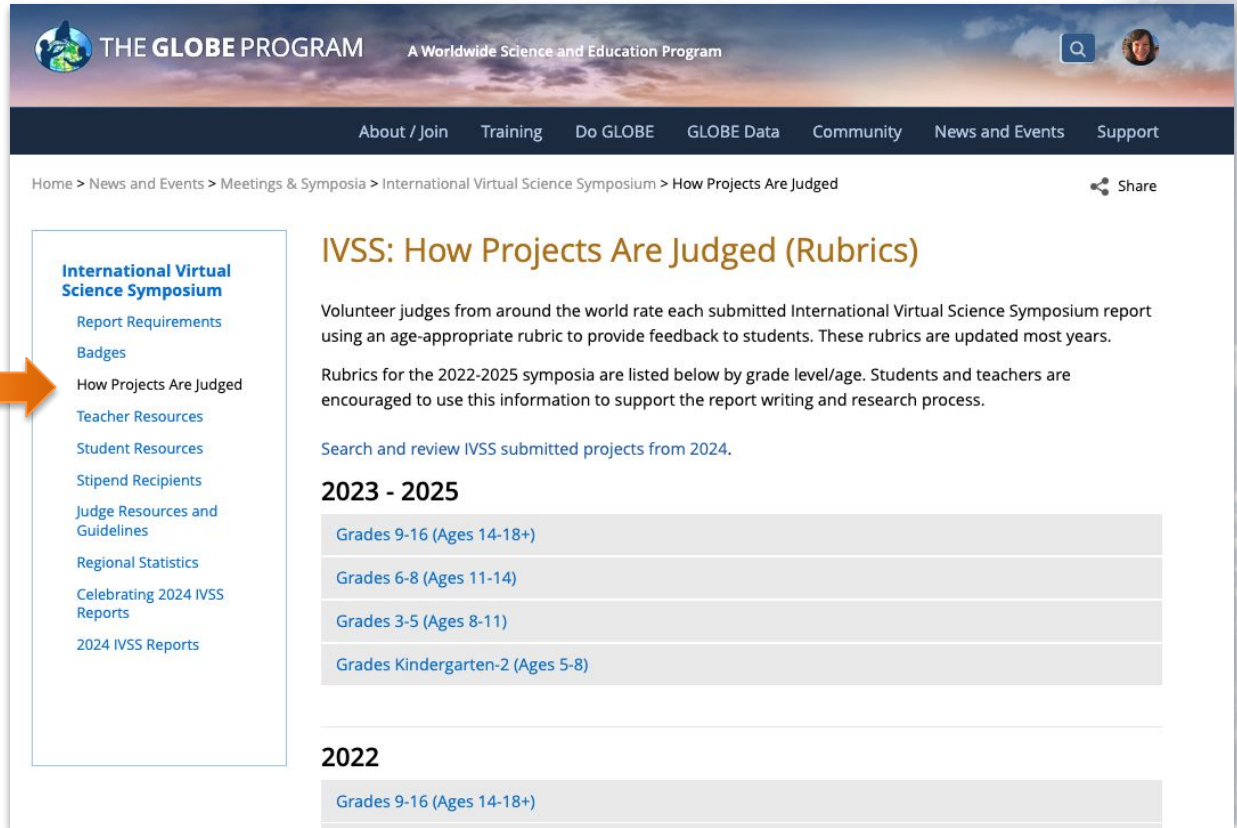
3. Use Age/Grade-level Rubrics to Score Projects



Project elements, criteria, and content should be assessed according to students' age.



Rubrics by Grade-level/Age



THE GLOBE PROGRAM A Worldwide Science and Education Program

Home > News and Events > Meetings & Symposia > International Virtual Science Symposium > How Projects Are Judged

International Virtual Science Symposium

- Report Requirements
- Badges
- How Projects Are Judged**
- Teacher Resources
- Student Resources
- Stipend Recipients
- Judge Resources and Guidelines
- Regional Statistics
- Celebrating 2024 IVSS Reports
- 2024 IVSS Reports

IVSS: How Projects Are Judged (Rubrics)

Volunteer judges from around the world rate each submitted International Virtual Science Symposium report using an age-appropriate rubric to provide feedback to students. These rubrics are updated most years.

Rubrics for the 2022-2025 symposia are listed below by grade level/age. Students and teachers are encouraged to use this information to support the report writing and research process.

Search and review IVSS submitted projects from 2024.

2023 - 2025

- Grades 9-16 (Ages 14-18+)
- Grades 6-8 (Ages 11-14)
- Grades 3-5 (Ages 8-11)
- Grades Kindergarten-2 (Ages 5-8)

2022

- Grades 9-16 (Ages 14-18+)

Rubrics by Grade-level

(Grades Kindergarten - 2nd, Ages 5-8)

Grades Kindergarten-2 (Ages 5-8)

Four Stars (Exceptional)	Three Stars (Good)	Two Stars (Needs Improvement)	One Star (Insufficient)
<ul style="list-style-type: none"> Report shows enthusiasm for the sciences and potential for further growth and understanding at this grade band. Students are creative in their research/ approach to writing this report and do their best to accomplish all of the elements required for the IVSS. Content is informative and has most supporting details. 	<ul style="list-style-type: none"> Students are creative in their research/ approach to writing this report and do their best to accomplish most of the elements required for the IVSS. Students are enthusiastic about their report topic. Content is informative and has some supporting details. 	<ul style="list-style-type: none"> Students do their best to accomplish some of the elements required for the IVSS. Writing may be a little unclear but the report is still organized. Report could use significant work to clarify main points and understanding for this grade band. 	<ul style="list-style-type: none"> Students do their best to accomplish the elements required for the IVSS but have left out significant sections or ideas. Report is fairly unorganized, does not follow IVSS formatting, and/or writing may be unclear.

Project elements and criteria for Grades K-2, ages 5-8

* required element

1. Title*

- Concise (less than 15 words)
- Summarizes paper's content

2. Summary*

- The problem
- Research questions
- Conclusions

3. Research Questions*

- Include why they are important and are of scientific interest
- Concern some aspect of Earth's environment (local or global issue)
- Are answerable through scientific research appropriate to the scope of the report

5. Research Methods*

- There is a direct link provided between the datasets and research question(s)
- Data collection: A description of GLOBE protocols used to answer the research question as well as where and how data was gathered in the field (sampling method: Where, how many samples were measured)
- The data presented are sufficient to answer the research question(s)

6. Results

- Tables and graphics of data
- Data support the conclusions

8. Conclusion*

- Gives a thoughtful explanation as to how the conclusion was reached
- Put findings in context, stating why they are important or relevant
- Impact of working with a project mentor or teacher(s)

Rubrics by Grade-level

(Grades 3rd - 5th, Ages 8-11)

Grades 3-5 (Ages 8-11)

Four Stars (Exceptional)	Three Stars (Good)	Two Stars (Needs Improvement)	One Star (Insufficient)
<ul style="list-style-type: none"> Report touches on thoughtful connections between scientific concepts appropriate for this grade band. The report is well organized and shows potential towards further development of ideas and concepts. The report contains all of the five elements required for acceptance, clearly labeled. The students show enthusiasm and excitement for their topic and potentially suggest ways to connect their research to their greater community. 	<ul style="list-style-type: none"> Writing is clear but there may be minor errors throughout the report. Report makes clear connections among topics and ideas presented that are appropriate for this grade band. The report contains most of the five elements required for acceptance, clearly labeled. The students show enthusiasm for their topic. 	<ul style="list-style-type: none"> Some elements are unclear or missing. The report is somewhat organized but the formatting may be hard to follow. The report could use significant improvements in certain areas appropriate for this grade band. 	<ul style="list-style-type: none"> Major elements and significant sections of the report are unclear or missing. Report writing and formatting is unclear or does not align with GLOBE IVSS report formatting standards.

Project elements and criteria for Grades 3-5 Upper Primary, ages 8-11

* required element

1. Title*

- Concise (less than 15 words)
- Summarizes paper's content

2. Summary*

- The problem
- Research questions
- Objectives set
- Conclusions

3. Research Questions*

- Include why they are important and are of scientific interest
- Concern some aspect of Earth's environment (local or global issue)
- Provide significant insight into both the topic of investigation and the research process
- Require a thoughtful research plan
- Are answerable through scientific research appropriate to the scope of the report

4. Introduction

- Description of the problem
- Importance
- Community relevance

5. Research Methods*

- There is a direct link provided between the datasets and research question(s)
- Study site: A map and description of the study site. It should mention area of study, climatic characteristics and basic aspects of land cover
- Data collection: A description of GLOBE protocols used to answer the research question as well as where and how data was gathered in the field (sampling method: Where, how many samples were measured)
- Print screen of data entry in the Web page of GLOBE.
- The data presented are sufficient to answer the research question(s)

6. Results

- Tables and graphics of data
- Data support the conclusions

8. Conclusion*

- Gives a thorough and insightful explanation as to how the conclusion was reached
- Put findings in context, stating why they are important or relevant
- What follow-on research and actions could be taken; future protocols that could be added
- Impact of working with a project mentor

9. Bibliography

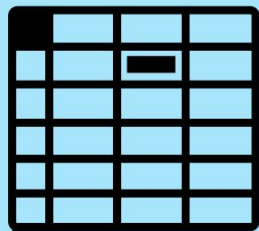
- Materials listed
- GLOBE materials used

Note: Expectations are different for each grade-level

4. Complete the Feedback Submission Form



Also known as the “Scoring Form” or “Judging Form”. Feedback will be sent to educators/students, and feedback is anonymous.



1

Review Your
Project Details
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2

Find Your
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3

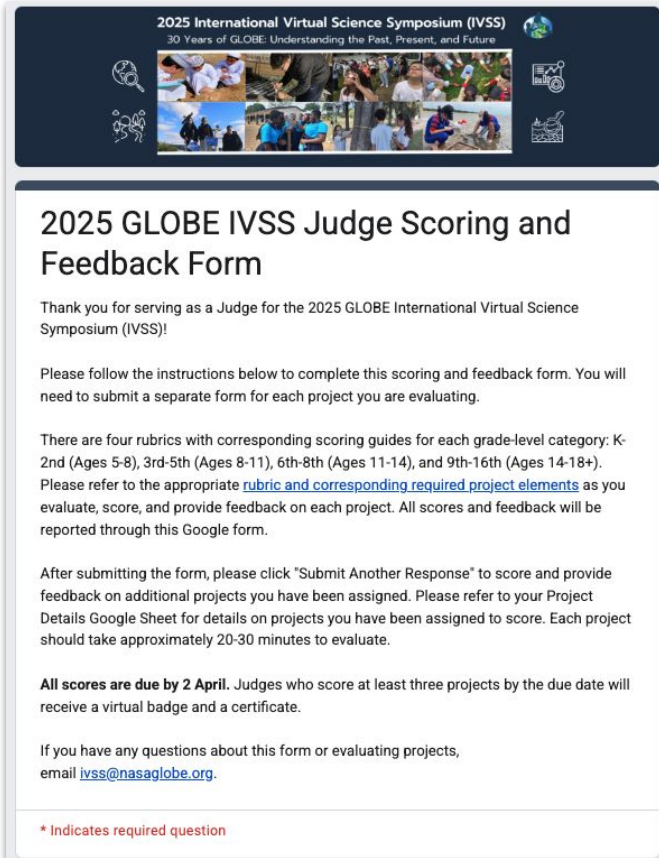
Evaluate Each
Project Using
the Correct
Grade-level
Rubric



4

Fill Out the
Scoring
Form for
Each Project

Scoring and Feedback Submission Form



2025 International Virtual Science Symposium (IVSS)
30 Years of GLOBE: Understanding the Past, Present, and Future

2025 GLOBE IVSS Judge Scoring and Feedback Form

Thank you for serving as a Judge for the 2025 GLOBE International Virtual Science Symposium (IVSS)!

Please follow the instructions below to complete this scoring and feedback form. You will need to submit a separate form for each project you are evaluating.

There are four rubrics with corresponding scoring guides for each grade-level category: K-2nd (Ages 5-8), 3rd-5th (Ages 8-11), 6th-8th (Ages 11-14), and 9th-16th (Ages 14-18+). Please refer to the appropriate [rubric and corresponding required project elements](#) as you evaluate, score, and provide feedback on each project. All scores and feedback will be reported through this Google form.

After submitting the form, please click "Submit Another Response" to score and provide feedback on additional projects you have been assigned. Please refer to your Project Details Google Sheet for details on projects you have been assigned to score. Each project should take approximately 20-30 minutes to evaluate.

All scores are due by 2 April. Judges who score at least three projects by the due date will receive a virtual badge and a certificate.

If you have any questions about this form or evaluating projects, email ivss@nasaglobe.org.

* Indicates required question

- Use this Google form for entering scores and feedback – the form link will be sent via email and is also linked on your *Project Details Sheet*
- The feedback form should be filled out once you are completely done reviewing a project (report and presentation)

Fill out **one form for each project**

Scoring Projects

Enter information from the Project Details Sheet or Student Reports page.



2025 GLOBE IVSS Judge Scoring and Feedback Form

Thank you for serving as a Judge for the 2025 GLOBE International Virtual Science Symposium (IVSS)!

Please follow the instructions below to complete this scoring and feedback form. You will need to submit a separate form for each project you are evaluating.

What country is the student project from? For collaborative projects, you can select multiple countries. *

- Argentina
- Bahrain
- Bhutan
- Brazil

What is the project's exact title? *

Please copy and paste the exact title from Column C of your Project Details Google sheet.

Your answer _____

What is the project's Article ID number? *

Please copy and paste the Article ID from Column B of your Project Details Google sheet.

Your answer _____

What grade are the students in? *

This information can be found in Column F of your Project Details Google sheet.

- Lower Primary (grades K-2, ages 5-8)
- Upper Primary (grades 3-5, ages 11-14)
- Middle School (grades 6-8, ages 11-14)
- Secondary School or Undergraduate (grades 9-16, ages 14-18+)

Scoring Projects

Enter information from the Student Report page into the Scoring and Feedback Form.

2025 International Virtual Science Symposium (IVSS)
30 Years of GLOBE: Understanding the Past, Present, and Future



2025 GLOBE IVSS Judge Scoring and Feedback Form

Thank you for serving as a Judge for the 2025 GLOBE International Virtual Science Symposium (IVSS)!

Please follow the instructions below to complete this scoring and feedback form. You will need to submit a separate form for each project you are evaluating.

What country is the student project from? For collaborative projects, you can select multiple countries. *

- Argentina
- Bahrain
- Bhutan
- Brazil

Enter grade/age and click 'Next' to be directed to the appropriate scoring rubric.

What is the project's exact title? *

Please copy and paste the exact title from Column C of your Project Details Google sheet.

Your answer

What is the project's Article ID number? *

Please copy and paste the Article ID from Column B of your Project Details Google sheet.

Your answer

What grade are the students in? *

This information can be found in Column F of your Project Details Google sheet.

- Lower Primary (grades K-2, ages 5-8)
- Upper Primary (grades 3-5, ages 11-14)
- Middle School (grades 6-8, ages 11-14)
- Secondary School or Undergraduate (grades 9-16, ages 14-18+)

Sponsored by:



Next

Clear form

Scoring Projects

IVSS Criteria Rubric for Secondary School and Undergraduate (grades 9-16, ages 14-18+)

Student Research Badge

Before deciding how many stars to award this project, please [carefully review the complete scoring guide for this grade level](#).

Rubric Summary

4 Stars (Exceptional): The report goes above and beyond the expectations of an IVSS project. It makes clear, in-depth connections among ideas and concepts discussed. The report is well-organized, neat and well-presented, and the writing is clear and concise. The report contains the five elements required for acceptance - clearly labeled - and includes an in-depth discussion of each. The report includes insightful conclusions.

3 Stars (Good): The report contains all of the required elements and meets most of the criteria but some minor elements are unclear or missing. The report makes clear connections among the topics and ideas presented. It includes some discussion of the topics addressed. The report is well-organized, neat and well-presented, and the writing is clear. It contains the five elements required for acceptance, and they are clearly labeled.

2 Stars (Needs improvement): The report contains the five elements required for acceptance but some major elements are missing. The report is somewhat organized, but it is missing at least one the five elements required for acceptance, and the elements may not be clearly labeled. The report could use some more work in certain areas.

1 Star (Insufficient): The report is missing significant information or does not contain all five elements required for acceptance in detail.

The required project elements for this grade-level are summarized below. Please review the complete scoring guide linked above for more details.

1) Project Title; 2) Abstract; 3) Research Questions; 4) Research Methods; 5) Conclusion

Student Research Badge: Please carefully review the appropriate grade/age-level rubric before deciding how many stars to award the project.

How many stars has this project earned? *

- 4
- 3
- 2
- 1

Please provide some general feedback on the project for students that will be shared with student research teams. Please remember to provide students with constructive feedback (see GLOBE's [Tips for Student Feedback](#)). *

Your answer

Back

Next

Clear form

Student Research Badge

Make sure your score reflects both the report and presentation.

1 Star Project - Insufficient

The report is missing significant information or does not contain all five required elements.

2 Star Project - Needs Improvement

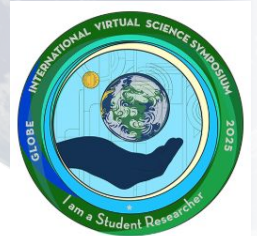
Report may be incomplete and need additional clarification or be missing one or more of the required elements.

3 Star Project - Good

Report contains all required elements and is written clearly, but could need a bit more information or explanation.

4 Star Project - Exceptional

The report goes above and beyond the expectations of this project and is clear and concise.



Providing Constructive Feedback to Students

Please provide some general feedback on the project for students that will be shared with student research teams. Please remember to provide students with constructive feedback (see GLOBE's [Tips for Student Feedback](#)). *

Your answer

Feedback is the best and most important part of the IVSS for students! The feedback you share will help students develop their research skills.

Tips for Giving Feedback

- These are student projects 😊
- Consider grade-level/age when providing feedback
- Be considerate of language differences – projects come from all over the world; **score on content rather than grammar**
- Feedback might be in students' second language; make sure your feedback is easy for students to understand
- Check for content in the presentation AND the report

Tips for Giving Feedback

- Be positive – provide *constructive* feedback
- Highlight strengths
- Areas to focus feedback:
 1. **Project structure and complexity:** Are the research question(s) and objectives clear? Do they demonstrate a deeper understanding of the content/context?
 2. **Data:** Is there enough data? Did they do any analysis or visualization? Are interpretations supported by data?
 3. **Broader impacts:** Do they consider broader impacts, such as ecological impacts?
 4. **Resources used:** Did they use appropriate tools/methods? Did they use GLOBE resources, such as the data visualization system?

Providing Constructive Feedback to Students



TIPS FOR PROVIDING STUDENT FEEDBACK

1. CONSIDER YOUR AUDIENCE: STUDENTS, GRADE-LEVEL, LANGUAGE, CULTURE, ETC.

When providing feedback, it is important to consider your audience.

If you are giving feedback to students, first, remember that they are **students** and not professionals and thus should not be held to the same standard.

Second, remember what **grade** the student is in and their **age**. An elementary school student should be given feedback appropriate to their grade and age level and should look different than feedback you would provide to an undergraduate student.

Another thing to consider is what **language** you are providing feedback in and what language is the first language of the student who is receiving the feedback. If you use complicated jargon with a non-native speaker it may be hard for them to understand what you are saying. Similarly, if the student is a non-native speaker, they may make mistakes in grammar, spelling, and language so your feedback should be sensitive to that and should focus on the content rather than the language. This is especially true when it comes to science projects, where **feedback should be focused on the content and scientific quality over the language and spelling.**

These projects come from all over the world. **Be objective** while judging and sensitive to cultural differences. **Do not judge cultural elements of the projects** and instead focus on research content.

2. BE POSITIVE! PROVIDE CONSTRUCTIVE FEEDBACK

Think about how your feedback can be put to use.

Feedback for students is very helpful and can help them become better scientists. Make sure your feedback provides advice that is **specific** and **relative** to their work and is something the student is actually **capable** of. Give students building blocks to become better scientists and not criticisms that will tear them down.

3. HIGHLIGHT STRENGTHS

Knowing what was done right can be just as helpful.

Do not solely focus on what the project is lacking or what improvements can be made. **Identify strengths and achievements** of the students. If a student has done a really good job on a specific aspect of their project, let them know!

4. IF YOU NEED SOME IDEAS, HERE ARE SOME AREAS YOU COULD FOCUS ON:

Feedback should be specific to each student. Here are some areas you could focus on.

Project Complexity:

- How complex is the project - simple questions, simple hypotheses, minimal work, amount of data collected? [Note: Simple is fine as long as they do a complete project!]
- Do they demonstrate a deeper understanding of the content/context?
- Is there a connection between motivation/research questions, data gathered, and conclusions drawn?



Project Structure:

- Does the project seem structured or exploratory?
- Did work go into planning it? Was there a clear strategy?

Data:

- Is the data understood? (i.e. they predict unhealthy conditions but define no parameters of what is healthy), does it connect to the question or their motivation?
- Is the data relevant to the research question? Does it connect (justify) to their conclusions?
- Do they use the right variables in their plots, analyses?
- Is there any statistical analysis or interpretation? Is there any visualization of the data?
- Were limitations addressed? Data quality addressed?
- What other GLOBE data (including from other schools) may have helped with their research?

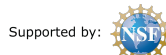
Broader Impacts:

- Do they consider broader impacts? Is it just a simple question and answer project without considering what the data mean in the larger scope? Ecological impacts?
- Do they include personal motivation?
- Do they note a change in personal behavior, stewardship, lifestyle changes, community involvement, action items related to project/data?
- Does the investigation fill a knowledge gap, does it ground truth or support outside projects?
- Does it promote further investigation (and discussed)? Is the hypothesis well-defined? Was it supported or rejected as determined by data?

Resource Utilization:

- Did they fully utilize available resources (materials, equipment, STEM professionals/mentors, GLOBE data and vis system, other data sources, data analysis appropriate to grade level, collaborators)?

This material is based upon work by Ann M. Martin of Oak Ridge Associated Universities supported by the National Aeronautics and Space Administration under Agreement No. B0K5DC15E5889 issued through the Science Mission Directorate.



Optional Badges

Optional badges for each project will be shown on the Project Details Sheet.

Students should describe how badges were earned in their report.

Optional Badges

Badges provide students with an opportunity to showcase the scientific practices that they engaged with while working on their IVSS project. The report must clearly indicate how the students demonstrated each badge's requirements.

Check to see which badge(s) the students selected in Columns J-Q of your Project Details Google sheet; "true" indicates students applied for a badge and "false" indicates students did not apply for a badge. Badges are also listed on each Student Research Report page on GLOBE.gov. Please indicate whether students have earned the badge(s) they applied for by selecting "Badge earned" or "Badge not earned" in the appropriate section below. If students did not select any badges, please skip this section and do not award any badges. Students may earn a maximum of three optional badges.

Reports that receive a four-star rating and earn at least two optional badges, including the "I am a Data Scientist" badge are eligible for a random drawing to [receive a stipend](#) and an invitation to present their work at the GLOBE Annual Meeting Student Research Experience. Students must select and earn the "I am a Data Scientist" badge to be eligible for the stipend drawing.

B1. I am an Earth System Scientist

The report clearly describes the interconnectedness of Earth's spheres on the research question and applies multiple GLOBE protocols, or GLOBE Protocol Bundles, to investigate the research question. The research team clearly explains the dynamic and interconnected nature of Earth's systems and the processes that influence and depend on one another through the analysis and interpretation of GLOBE and Earth system science data.

- Badge earned
- Badge not earned

Optional Badges: Project Details Sheet

- "TRUE" = students applied for the badge
- "False" = students did not apply for the badge



GLOBE 2025 IVSS Judging: Project Details			*Judging Feedback due by end of day in your time zone on 2 April 2025														
Your Name	Number of projects	Instructions for accessing reports: Use the "friendly url" link in Column R to access each project directly. You can also search for projects using the filters on the Student Reports page by clicking on "open filters" and copying the "Article ID" into the appropriate search field. Please see "IVSS Judge Scoring Instructions" email for more information, and email ivss@globe.gov with any questions. Search for reports on the Student Research Reports	Access Scoring Rubrics Access Scoring and Feedback														
Judge Doe	3		BADGES														
Notes	Article ID	Title	Student(s)	Additional Contributors	Grade	Country	Protocols	Link to Video / ArcGIS StoryMap URL	Badge - I am an Earth System Scientist	Badge - I am a Problem Solver	Badge - I am a Collaborator	Badge - I make an Impact	Badge - I work with a STEM Professional	Badge - I am an Engineer	Badge - I am a STEM Storyteller	Badge - I am a Data Scientist	Friendly URL
	122112678	Temperature and Relative Humidity: Cripple Creek and Chatanika River, Interior Alaska	Eli Knapp, Michelle Morris	Matt Robertson, University of Alaska Forest Soils Lab, provided the Hobo	Undergraduate	United States	Air Temperature, Relative Humidity		TRUE	FALSE	FALSE	TRUE	FALSE	FALSE	TRUE	TRUE	https://www.globe.gov/do-globe/research-resources/student-research-reports/-/projectdetail/globe/temperature-and-relative-humidity-cripple-creek-and
	119792778	El latido del CEIBO. Descubriendo su esencia	Bengolea Efrain Grosso Pigozzi Juan Pedro Guiaz Gianfranco Pollzi José Alejo	Flavia Pascualini, Mariela Farias y Marcos Grasselli	Upper Primary (grades 3-5, ages 8-11)	Argentina	Biometry (including Tree Height)	https://www.youtube.com/watch?v=I1gwwQS23YE	FALSE	TRUE	TRUE	FALSE	FALSE	FALSE	TRUE	FALSE	https://www.globe.gov/do-globe/research-reports/-/projectdetail/globe/el-latido-del-ceibo-descubriendo-su-esencia
	122978098	Caracterización de la vegetación autóctona presente en el entorno escolar.	Bruno Acevedo y Juana Bazzino (en acompañamiento de los demás estudiantes de 4to y 5to grado).	Estudiantes de 6to grado de la misma institución ("Alfred Nobel", Las Violetas).	Upper Primary (grades 3-5, ages 8-11)	Uruguay	Biometry (including Tree Height)		FALSE	TRUE	TRUE	FALSE	FALSE	FALSE	TRUE	FALSE	https://www.globe.gov/do-globe/research-reports/-/projectdetail/globe/caracterizacion-de-la-vegetacion-autoctona-presente-en-el-entorno-escolar

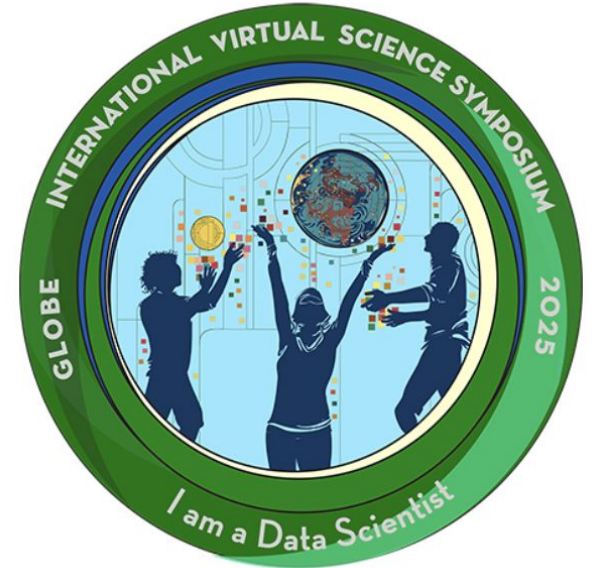
Badge Descriptions



I AM A DATA SCIENTIST- Badge for this year's theme

The report includes in-depth analysis of data downloaded from the GLOBE database as well as the students' own data sources, if new data were collected. Students discuss limitations of these data; make inferences about past, present or future events; or use data to answer questions or solve problems in the represented system.

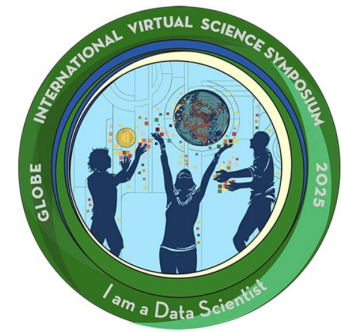
Note: To be entered into the Earth Day stipend drawing the "I am a Data Scientist" badge must be met, in addition to at least one of the Optional Badges listed below.



“I am a Data Scientist” Badge Requirements

Reports must include analysis of data downloaded from the GLOBE database, including the following:

- **Data Tables**
 - Organized, properly labeled, and contain all data retrieved from the GLOBE database
 - Raw data included as a separate page labeled “Appendix” for review
- **Data Analysis**
 - Graphs are properly labeled and appropriate for the data collected
 - Statistical/mathematical analysis clearly communicated
- **Discussion of Analysis and Conclusions**
 - Data analysis is described and claims reference data
 - Compare results with published or expected results





“I am a Data Scientist” Badge Example: 2024 IVSS Stipend Recipients from Bhutan

A comprehensive investigation on Carbon Storage in the vegetation of our schoolyard and determining the Carbon Footprint of the school through the measurement of carbon using GLOBE’s Carbon Cycle Protocols.

Organization(s): Pelrithang Higher Secondary School

Country: Bhutan

Student(s): Sangay Choden Yeshey Wangchuk Kalpana Mongar
Usha Pyakurel Shankar Ghimrey

Grade Level: Middle School (grades 6-8, ages 11-14)

GLOBE Educator(s): Arun Kumar Chhetri

Contributors: Sahapati Gurung (Assistant Focal Teacher)

Report Type(s): International Virtual Science Symposium Report

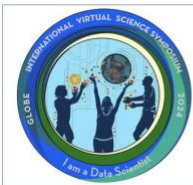
Protocols: Carbon Cycle



Table 5 The details from the GLOBE Visualization System for the three measurements.

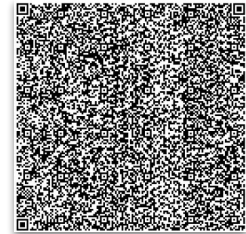
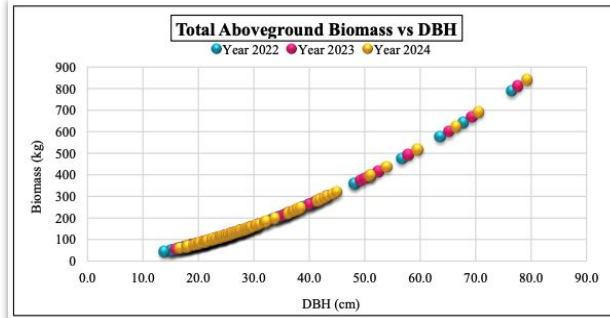
Pelrithang Higher Secondary School			
School Name	Pelrithang Higher Secondary School		
Site Name	PHSS: Non-Standard Carbon Cycle Site		
User id	85378938		
Latitude	26.90234		
Longitude	90.49045		
Elevation	289.4		
Plot Size (m ²)	2085.8		
Site Type	Non-Standard		
Measured on	2022-10-10	2023-08-22	2024-02-24
Total Biomass (g/m²)	7512.1	8670.3	9259.3
Total Carbon Storage (gC/m²)	3756	4335.1	4629.7
Tree Biomass (g/m²)	5764.2	6291.3	6681.3
Tree Carbon Storage (gC/m²)	2882.1	3145.6	3340.6
Shrub Biomass (g/m²)	1679.3	2310	2505.7
Shrub Carbon Storage (gC/m²)	839.7	1155	1252.8
Herbaceous Biomass (g/m²)	68.6	69.1	72.3
Herbaceous Carbon Storage (gC/m²)	34.3	34.5	36.2

- ✓ Data tables with GLOBE data
- ✓ Graphs and data analysis
- ✓ Data entered and retrieved from the GLOBE database
- ✓ Badge explanations



I AM A DATA SCIENTIST

This research involves a thorough measurement of carbon stored in the trees, shrubs and herbaceous of our schoolyard. We have tried to provide an in-depth analysis of the data collected over a period of three years. We also analyzed net primary productivity (NPP) and the Carbon Footprint.



Scan to view this project example!

Badge Descriptions



I AM AN EARTH SYSTEMS SCIENTIST

The report clearly describes the interconnectedness of Earth's spheres on the research question and applies multiple GLOBE protocols, or GLOBE Protocol Bundles, to investigate the research question. The research team clearly explains the dynamic and interconnected nature of Earth's systems and the processes that influence and depend on one another through the analysis and interpretation of GLOBE and Earth system science data.



I WORK WITH A STEM PROFESSIONAL

The report clearly describes collaboration with a STEM professional that enhanced the research methods, contributed to improved precision, and supported more sophisticated analyses and interpretations of results.

Badge Descriptions



I AM A PROBLEM SOLVER

While working on environmental investigations, students may learn how they can be part of possible solutions to the problems they are investigating. This badge will be awarded to reports that demonstrate how GLOBE students are helping use Earth system science for a better world.



I MAKE AN IMPACT

The report clearly describes how a local issue led to the research questions or makes connections between local and global impacts. The students need to clearly describe or show how the research contributed to a positive impact on their community through making recommendations or taking action based on findings.

Badge Descriptions



I AM A STEM STORYTELLER

The report describes or shows how the students shared the story of their research in a creative way. This could be via a dramatic interpretation, a blog, Instagram post, artist rendering, or any other way to creatively share what the students learned.



I AM AN ENGINEER

The report uses student-generated sources of evidence to describe an engineering problem, looks at solutions through engineering, or optimizes a design to address a real-world problem, and describes the potential impact of the engineering principles on the environment.

Badge Descriptions



I AM A COLLABORATOR

All team members are listed including students from the same school or schools from around the world, along with clearly defined roles, how these roles support one another, and descriptions of each student's contribution. The descriptions clearly indicate the advantages of the collaboration. If the students collaborated with students from another school, describe how working with other schools improved the research.

Fill out the form completely for each project



2025 International Virtual Science Symposium (IVSS)
30 Years of GLOBE: Understanding the Past, Present, and Future



2025 GLOBE IVSS Judge Scoring and Feedback Form

Your response has been recorded.

[Submit another response](#)

Be sure to submit a form for each project you have been assigned to score.

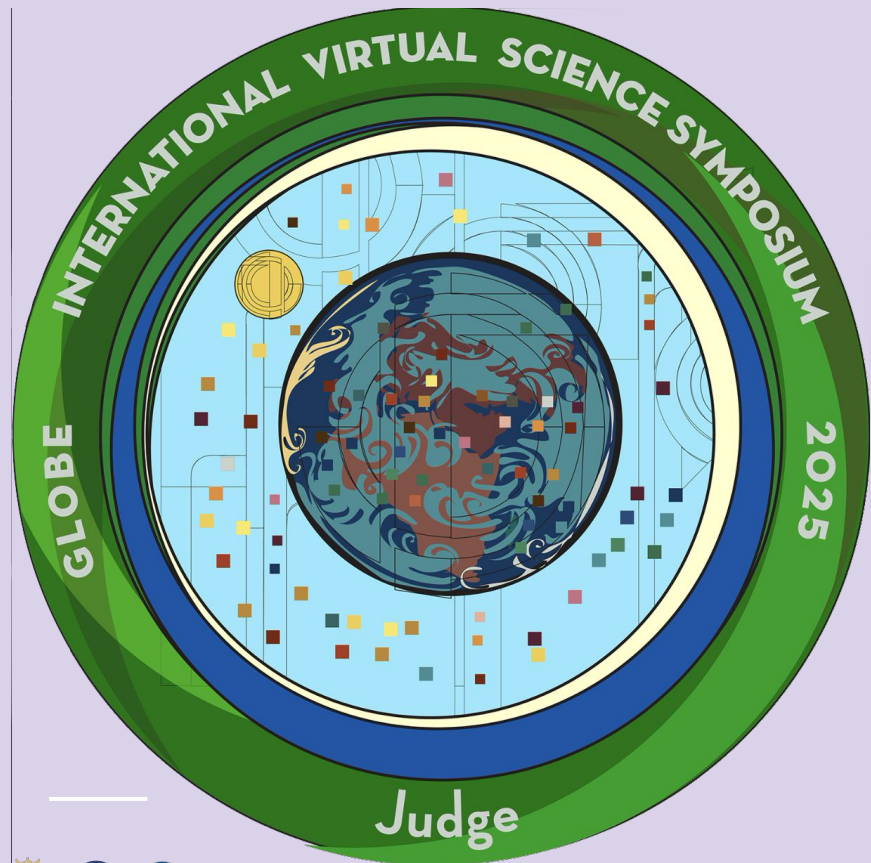




As a thank you...

Judges who score at least three projects by the 2 April deadline will receive a virtual badge and certificate of appreciation.

We greatly appreciate your support of the IVSS and student researchers!



Questions or Issues with Your Assigned Projects?



- If you are not able to complete the judging for your projects, email ivss@nasaglobe.org as soon as possible to notify the IVSS team.
- If you can't find a project or think something is not correct, let us know right away.
- If you have a conflict of interest with a project, let us know and we will change your assigned projects.
- If you can score more projects, let us know!

Any questions or concerns, email [**ivss@nasaglobe.org**](mailto:ivss@nasaglobe.org)

More Information



<https://www.globe.gov/news-events/meetings-symposia/virtual-conferences>

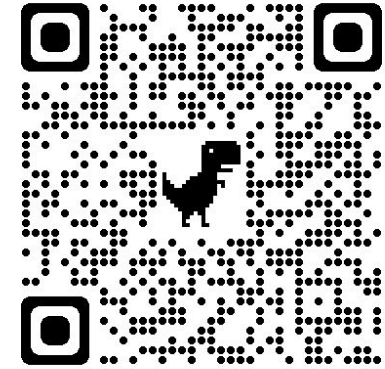
> www.GLOBE.gov

> News & Events

> Meetings & Symposia

> International Virtual Science Symposium

ivss@nasaglobe.org





Thank you! Questions?