

## **KOTESOL 2021 Reel to Real National Conference Stream - Research Presentations / Poster Presentations**

<b>EVALUATION CRITERIA</b>	<b>DOESN'T MEET REQUIREMENTS</b>	<b>SOMEWHAT MEETS REQUIREMENTS</b>	<b>MEETS REQUIREMENTS</b>	<b>EXCEEDS REQUIREMENTS</b>
<b>TOPIC:</b> <i>Importance, currency, and appropriateness</i>	Topic is not current and/or lacks importance or appropriateness to the field and/or to the potential audience.	Topic is only tangentially related to the field, not completely current or important to the field and/or to the potential audience.	Topic is important, and relevant to the field and potential audience.	Topic is significant or highly current, and appropriate to the field and potential audience.
<b>THEORETICAL FRAMEWORK:</b> <i>Session informed by theory or approach</i>	The proposal does not appear to be justified by any theoretical or pedagogical approach-based underpinnings. The research question(s) are unspecified, or appear to be uninformed by a review of existing literature or explanation of the topic's background.	The proposal appears to be somewhat justified by theoretical or pedagogical approach-based underpinnings. The research question(s) are vague, or appear to be loosely informed by a review of existing literature or explanation of the topic's background.	The proposal appears to be justified by theoretical-or pedagogical approach-based underpinnings. The research question(s) are specified, and appear to be informed by a review of existing literature or explanation of the topic's background.	The proposal appears to be clearly and substantially justified by theoretical- or pedagogical approach-based underpinnings. The research question(s) are specified, and appear to be highly informed by a review of existing literature or explanation of the topic's background.
<b>RESEARCH METHODOLOGY:</b> <i>Description of research and data analysis</i>	The proposal does not provide a rational justification for the research methodology / data analysis, or the methodology / data analysis is not mentioned.	The proposal provides a vague justification of the research methodology / data analysis.	The proposal provides a rational justification of the research methodology / data analysis.	The proposal provides a detailed and substantial justification of the research methodology / data analysis.
<b>CONCLUSION:</b> <i>Relevance to the field</i>	The proposal's conclusions or corresponding recommendations for TESOL professionals are unspecified.	The proposal's conclusions or corresponding recommendations for TESOL professionals are vaguely alluded to.	The proposal's conclusions or corresponding recommendations for TESOL professionals or future research are mentioned.	The proposals' conclusions and any corresponding recommendations for TESOL professionals or future research are clearly described, and relevant.
<b>PROPOSAL WRITING QUALITY:</b> <i>Clarity of proposal as indicator of presentation quality</i>	The proposal is vague and/or poorly edited, suggesting that the presentation may be of poor quality.	The proposal is somewhat clear but suggests that the presentation may be of below average quality.	The proposal is clear and suggests that the presentation will be of good quality.	The proposal is very clear and well-written, suggesting that the presentation will be of professional quality.

The above guidelines are informed by the KOTESOL International Conference 2021.

## **KOTESOL 2021 Reel to Real National Conference Stream - Workshops / Panels**

<b>EVALUATION CRITERIA</b>	<b>DOESN'T MEET REQUIREMENTS</b>	<b>SOMEWHAT MEETS REQUIREMENTS</b>	<b>MEETS REQUIREMENTS</b>	<b>EXCEEDS REQUIREMENTS</b>
<b>TOPIC:</b> <i>Importance, currency, and appropriateness</i>	Topic is not current and/or lacks importance or appropriateness to the field and the potential audience.	Topic is only tangentially related to the field, not completely current or important to the field and the potential audience.	Topic is important and relevant to the field and the potential audience.	Topic is significant or highly current, and appropriate to the field and the potential audience.
<b>FRAMEWORK:</b> <i>Session informed by theory, approach or action-based research</i>	The proposal does not appear to be justified by any theoretical or pedagogical approach-based underpinnings, or by classroom experience / action-based research. There is no specified justification between theory, approach, research, or classroom experience, and the session content.	The proposal is loosely informed by theoretical or pedagogical approach-based underpinnings, or by classroom experience / action-based research. There is vague justification between theory, approach, research, or classroom experience, and the session content.	The proposal is informed by any theoretical or pedagogical approach-based underpinnings, or by classroom experience / action-based research. There is justification between theory, approach, research, or classroom experience, and the session content is mentioned.	The proposal is strongly informed by any theoretical or pedagogical approach-based underpinnings, or by classroom experience / action-based research. There is specific and clear justification between theory, approach, research, or classroom experience, and the session content.
<b>PRESENTATION PLAN:</b> <i>Description of session plan and content</i>	The proposal makes claims with no description of the method, procedure, or plan of action for the session. It cannot be determined if the proposed presentation plan would be appropriate for the session length and type.	The proposal lacks coherence and loosely describes the method, procedure, or plan of action for the session. The proposed presentation plan may not be appropriate for the session length and type.	The proposal provides a coherent description of the method, procedure, or plan of action for the session. The proposed presentation plan is appropriate for the session length and type.	The proposal provides a very detailed and coherent description of the method, procedure, or plan of action for the session. The proposed presentation plan is appropriate for the session length and type.
<b>SESSION INTERACTIVITY:</b> <i>Attendee interaction and participation</i>	Opportunities for attendees to participate interactively with the session contents and/or participants, such as open dialogues, breakout rooms, websites, apps, or other digital media, are not mentioned.	Opportunities for attendees to participate interactively with the session contents and/or participants, such as open dialogues, breakout rooms, websites, apps, or other digital media, are vaguely alluded to.	Opportunities for attendees to participate interactively with the session contents and/or participants, such as open dialogues, breakout rooms, websites, apps, or other digital media, are clearly mentioned.	Opportunities for attendees to participate interactively with the session contents and/or participants, such as open dialogues, breakout rooms, websites, apps, or other digital media, are explicitly described.

<b>PEDAGOGICAL IMPLICATIONS:</b> <i>Relevance to educational settings</i>	The proposal's conclusions or corresponding recommendations for TESOL professionals are unspecified.	The proposal's conclusions or corresponding recommendations for TESOL professionals are vaguely alluded to.	The proposal's conclusions or corresponding recommendations for TESOL professionals or future research are mentioned.	The proposal's conclusions or corresponding recommendations for TESOL professionals or future research are clearly described and relevant.
<b>PROPOSAL WRITING QUALITY:</b> <i>Clarity of proposal as indicator of presentation quality</i>	The proposal is vague and/or poorly edited, suggesting that the presentation may be of poor quality.	The proposal is somewhat clear but suggests that the presentation may be of below average quality.	The proposal is clear and suggests that the presentation will be of good quality.	The proposal is very clear and well-written, suggesting that the presentation will be of professional quality.

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