

**28th Annual Korea TESOL International Conference - “Envisioning With Your Students”**  
**Rubric for Reviewing Research Paper/Report and Poster Presentation Proposals**

*(adapted from TESOL International Association’s Annual Convention’s rubric for submissions review)*

<b>EVALUATION CRITERIA</b>	<b>DOESN'T MEET REQUIREMENTS POINT VALUE: 1</b>	<b>SOMEWHAT MEETS REQUIREMENTS POINT VALUE: 2</b>	<b>MEETS REQUIREMENTS POINT VALUE: 3</b>	<b>EXCEEDS REQUIREMENTS POINT VALUE: 4</b>
<b>TOPIC: Importance, currency, and appropriateness</b>	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: Session informed by theory or approach</b>	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: Description of research and data analysis</b>	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: Relevance to the field</b>	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>	The proposal is vague and/or poorly edited, suggesting that the	The proposal is somewhat clear but suggests that the presentation may	The proposal is clear and suggests that the presentation will be of	The proposal is very clear and well-written, suggesting that the

<b>Clarity of proposal as indicator of presentation quality</b>	presentation may be of poor quality.	be of below average quality.	good quality.	presentation will be of professional quality.
<b>HIGH-NEED AREAS OF INTEREST</b>				
<b>HIGH-NEED AREA OF INTEREST: Young Learners</b>	<b>1 BONUS POINT</b> for any proposal that is targeted towards or includes within its scope young or very young learners of English. <i>Proposals relating to young learners could include EFL and ESL education, immersive English environments, bilingualism, literacy, theory or research involving ELLs Pre-K through grade 6.</i>			
<b>HIGH-NEED AREA OF INTEREST: Diversity in Students' Lived Experiences</b>	<b>1 BONUS POINT</b> for any proposal that emphasizes or includes within its scope the lived experiences of students that take place beyond the classroom environment, amid family dynamics, or with community-based organizations, as facilitated by students' own statuses belonging to minority, marginalized, or non-traditional populations within their respective national contexts. <i>Such groups can pertain to culture; race/ethnicity; sexual orientation &amp; gender minorities; disabilities (physical, emotional, or cognitive); different abilities (including but not limited to Deaf and hard-of-hearing, blind/low-vision, dyslexia, autism spectrum, or other specific learning difference); low-income socioeconomic status; immigrant or refugee status; religious traditions; military service; adult learners with emerging literacy or interrupted formal education experience; and/or students at the secondary level who were tracked into vocational careers.</i>			
<b>HIGH-NEED AREA OF INTEREST: Diversity Among TESOL Professionals</b>	<b>1 BONUS POINT</b> for any proposal that is targeted towards or includes within its scope issues relating to TESOL professionals and how their status as belonging to a minority, marginalized, non-traditional, or otherwise non-normative group affects their experiences in teaching, academia, and career development. <i>Such groups can include those TESOL professionals who identify as a non-native teacher of English, user of a World English; an ethnic and/or racial minority; LGBTQIA+ or any gender minority; having a learning difference or disability; having a physical impairment or disability; having immigrant or refugee status, or otherwise holding nationality different than their current country of residence and work; and/or those with non-majority religious affiliations and practices.</i>			
<b>HIGH-NEED AREA OF INTEREST: Relation to Conference Theme</b>	<b>1 BONUS POINT</b> for any proposal whose content is directly related to this year's conference theme of <i>Envisioning With Your Students</i> , as defined as students being the locus of consideration. (A comprehensive description of this theme can be found at <a href="https://koreatesol.org/IC2020">https://koreatesol.org/IC2020</a> )			
<b>POSSIBLE POINT DEDUCTIONS</b>				
<b>INAPPROPRIATENESS OF TITLE, TOPIC, RESEARCH BASE, ABSTRACT LENGTH</b>	<b>MINUS 0.5 POINT</b> if the proposal TITLE is gimmicky, longer than 10 words, does not reflect the session content, or does not fit APA style guidelines <b>MINUS 0.5 POINT</b> if the PROPOSAL TOPIC is incorrectly labeled (e.g. it's labeled as "grammar" when it's "assessment/testing"). <b>MINUS 0.5 POINT</b> if the proposal's RESEARCH BASE is mislabeled (e.g, if it's "an action research project" but is labeled as "a larger research project") <b>MINUS 0.5 POINT</b> if the ABSTRACT WORD LENGTH visibly exceeds the word limit			