

28th Annual Korea TESOL International Conference - “Envisioning With Your Students”
Rubric for Reviewing Workshop, Dialogue, and Panel Presentation Proposals
(adapted from TESOL International Association Annual Convention’s rubric for submissions review)

EVALUATION CRITERIA	DOESN'T MEET REQUIREMENTS POINT VALUE: 1	SOMEWHAT MEETS REQUIREMENTS POINT VALUE: 2	MEETS REQUIREMENTS POINT VALUE: 3	EXCEEDS REQUIREMENTS POINT VALUE: 4
TOPIC: Importance, currency, and appropriateness	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.
FRAMEWORK: Session informed by theory, approach, action-based research, or classroom experience	The proposal does not appear to be informed by 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 contents.	The proposal suggests it may be loosely informed by theoretical- or research-based underpinnings, or by classroom experience / action-based research. There may be some vague justification between theory, approach, research, or classroom experience, and the session contents.	The proposal is informed by theoretical- or research-based underpinnings, or by classroom experience / action-based research. The justification between theory, approach, research, or classroom experience, and the session contents is mentioned.	The proposal is strongly informed by 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 contents.
PRESENTATION PLAN: Description of session content and procedure	The proposal makes claims with no description of the method, procedure, or plan of action of the session. It cannot be determined if the proposed presentation plan would be appropriate for the session length or type.	The proposal lacks coherence and/or loosely describes the method, procedure, or plan of action of 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 of 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 of the session. The proposed presentation plan is appropriate for the session length and type.
SESSION INTERACTIVITY: Attendee interaction / participation	Opportunities for attendees to participate interactively with the session contents, through media that could include include dialoguing, workshopping / activities, or the utilization of	Opportunities for attendees to participate interactively with the session contents, through media that could include dialoguing, workshopping / activities, or the utilization of any specific materials	Opportunities for attendees to participate interactively with the session contents, through media that could include dialoguing, workshopping / activities, or the utilization of any specific	Opportunities for attendees to participate interactively with the session contents, through media that could include dialoguing, workshopping / activities, or the utilization of any specific materials

	specific materials to facilitate the session, are not mentioned.	used to facilitate the session, may be vaguely alluded to.	materials used to facilitate the session, are clearly mentioned.	used to facilitate the session is explicitly described.
PEDAGOGICAL IMPLICATIONS: Relevance to educational settings	The participant outcomes or practical implications for TESOL professionals are not provided.	The participant outcomes or practical implications for TESOL professionals are unclear.	The participant outcomes or practical implications for TESOL professionals are mostly clear, and relevant.	The participant outcomes or practical implications for TESOL professionals are very clear, and highly relevant.
HIGH-NEED AREAS OF INTEREST				
HIGH-NEED AREA OF INTEREST: Young Learners	1 BONUS POINT 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>			
HIGH-NEED AREA OF INTEREST: Diversity in Students' Lived Experiences	1 BONUS POINT 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 & 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>			
HIGH-NEED AREA OF INTEREST: Diversity Among TESOL Professionals	1 BONUS POINT 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>			
HIGH-NEED AREA OF INTEREST: Relation to Conference Theme	1 BONUS POINT 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 https://koreatesol.org/IC2020)			
POSSIBLE POINT DEDUCTIONS				
INAPPROPRIATENESS OF TITLE, TOPIC, RESEARCH BASE, ABSTRACT LENGTH	MINUS 0.5 POINT if the proposal TITLE is gimmicky, longer than 10 words, does not reflect the session content, or does not fit APA style guidelines MINUS 0.5 POINT if the PROPOSAL TOPIC is incorrectly labeled (e.g. it's labeled as "grammar" when it's "assessment/testing"). MINUS 0.5 POINT 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") MINUS 0.5 POINT if the ABSTRACT WORD LENGTH visibly exceeds the word limit			