

# Delaware Estuary Science & Environmental Summit

## Judging Student Presentations Packet

January 30 – February 1, 2023

The student award competition seeks to elevate and highlight student participation in this biennial regional meeting, recognizing the important contributions that students make to the environmental sector in our watershed.

There are eight 15-minute live presentations, and seven poster presentations. One **Best Talk Award** and one **Best Poster Award** for both undergraduate and graduate student categories will be given. Winners will receive:

- A Certificate of Excellence from the Partnership of the Delaware Estuary.
- An invitation to contribute a feature article on their research to a future issue of *Estuary News*. It has a circulation in the thousands and may be referenced as a non-peer reviewed publication (great exposure).
- A plush horseshoe crab

We wish students be judged equally and therefore receive a “balanced” number of critiques. You need not see everyone’s poster or presentation, but try to judge at least the **2-3** student presenters which you have been assigned. This is to ensure all students are evaluated fairly. However, if you wish to judge more than your assigned presentations, feel free, so long as there is no conflict of interest (e.g., your students or members of your research team).

This judging packet consists of a list of all student talks and posters and guidelines for evaluating presentations. All judging will be submitted via Google Form. The Form can be accessed at any time to critique and score your assigned presentations (and any additional presentations, if you wish) once you have seen them. The Student Judging Form can be found [HERE](https://forms.gle/bFzuGp9RTHNwNE5r8) (<https://forms.gle/bFzuGp9RTHNwNE5r8>).

Please see attached separate guidelines for oral versus poster presentations. To ensure best possible objectivity, we recommend you score them as you see them. However, after seeing all you can, you may want to revise scores to reflect the relative differences. Try to end up with a wide range of scores among those you evaluate, unless they truly are similar in caliber.

We will be announcing the winners at the meeting’s closing ceremony on Wednesday February 1, 2023, at 3:30 PM.

Thank you!



SCAN TO VIEW JUDGE SCORING  
FORM

# Oral Presentation Scoring Rubric

## BEST STUDENT ORAL PRESENTATION AWARD

- General:** The Best Student Talk Award is given to a student or recent graduate who presents an outstanding oral paper at the biennial Delaware Estuary Science and Environmental Summit. Presentations must be based on the student's original research carried out during the time while they were a student.
- Award:** Feature article in Estuary News, announcement of award on conference proceedings, a Certificate of Excellence from Partnership for the Delaware Estuary, and a plush horseshoe crab
1. Science: **Content** - well defined hypothesis(es) and/or objectives; accepted or logical methods; accurate and interpretable results; reasonable and thought-provoking conclusions drawn from the study
- Relevance** - importance of the research in addressing questions critical to the science and management of natural resources in the Delaware Estuary and its watershed; novelty of the approach, results or conclusions; does the study apply new techniques or open new areas of questioning
2. Presentation: **Oral** - well organized presentation; clear definition of how the research adds to our collective understanding of existing or emerging problems; talk should follow a logical progression (e.g., objectives, methods, results, conclusions); conveyance of clear, understandable points; good enunciation; professional appearance/demeanor of student
- Visual** - slides/overheads should be easy to read, understand and interpret; color should be used to highlight points or compare and contrast data, not gimmicky; novel use of visuals
3. Question Handling (if there are no questions from the audience, judges should make every attempt to ask one): should be sufficient time for questions; how does the student respond; knowledge of subject; knowledge of science in general; does the student separate fact from supposition

## Student Presentations

### By Day and Session

<sup>U</sup> = undergraduate student, <sup>G</sup> = graduate student

#### Monday (1/30/2023)

| Presenter                       | Presentation Type | Title   | Session                       | Location   | Time  |
|---------------------------------|-------------------|---|-------------------------------|------------|-------|
| Catherine Hughes <sup>G</sup>   | Oral              | Identifying Potential Atlantic Sturgeon Habitat Post Dredging in the Delaware River: Side Scan Sonar and Bottom Sampling Analyses | Monitoring & Assessment       | Ballroom   | 11:30 |
| Heidi Yeh <sup>G</sup>          | Oral              | Environmentally-driven Oyster Microbiome Dynamics in the Delaware Bay   | Living Resources I: Shellfish | Breakout B | 2:00  |
| Elizabeth Bouchard <sup>G</sup> | Oral              | Effect of Oyster Farms on the Distribution of Horseshoe Crab Eggs and Other Rufa Red Knot Foraging Resources                      | Living Resources I: Shellfish | Breakout B | 2:30  |

#### Tuesday (1/31/2023)

| Presenter                 | Presentation Type | Title   | Session                                | Location       | Time  |
|---------------------------|-------------------|---|--|----------------|-------|
| Sean Fettrow <sup>G</sup> | Oral              | Salt Marsh Migration into Forests and Farms: Effect to Soil Biogeochemistry Along the Salinity Gradient | DRBC Climate Forum Technical Session I | Exhibitor Hall | 10:45 |
| Firas Gerges <sup>G</sup> | Oral              | GIS-Based Framework for Measuring Disaster Resilience using Community and Infrastructure Capitals       | DRBC Technical Session II              | Exhibitor Hall | 4:45  |

#### Wednesday (2/1/2023)

| Presenter   | Presentation Type | Title   | Session             | Location   | Time  |
|---|-------------------|---|---------------------|------------|-------|
| Matthew Kenwood <sup>G</sup>                      | Oral              | Species, Subspecies, and Pollution Resistance Analysis of the killfish <i>Fundulus heteroclitus</i> in Delaware Bay Tributaries | Living Resources II | Ballroom   | 9:30  |
| Taylor Hoffman <sup>G</sup>                       | Oral              | Sperm Limitation in the Delaware Bay Blue Crab Population   | Living Resources II | Ballroom   | 9:45  |
| Meghana Parameswarappa Jayalakshamma <sup>G</sup> | Oral              | Microplastics in Stormwater   | Water Quality II    | Breakout A | 10:45 |

# Poster Presentation Scoring Rubric

## BEST STUDENT POSTER PRESENTATION AWARD

**General:** The Best Student Poster Award is given to a student or recent graduate who presents an outstanding poster at the biennial Delaware Estuary Science and Environmental Summit. Posters must be based on the student's original research carried out during the time while they were a student.

**Award:** Feature article in Estuary News, announcement of award on conference proceedings, a Certificate of Excellence from Partnership for the Delaware Estuary, and a plush horseshoe crab

1. Written Abstract: well written; interpretable; with defined goals, major results and conclusions

2. Science: **Content** - well defined hypothesis(es) and/or objectives; accepted or logical methods; accurate and interpretable results; reasonable and thought-provoking conclusions drawn from the study

**Relevance** - importance of the research in addressing questions critical to the science and management of natural resources in the Delaware Estuary and its watershed; novelty of the approach, results or conclusions; does the study apply new techniques or open new areas of questioning

3. Presentation: **Text** - well organized presentation; clear definition of how the research adds to our collective understanding of current or emerging problems; text should follow a logical progression (e.g., objectives, methods, results, conclusions), be legible and easy to read; text should convey concise points - no rambling discourses; professional appearance/demeanor of student

**Figures** - graphs, tables, etc. should be easy to read, understand and interpret; color should be used to highlight points or compare and contrast data, not for cosmetics; novel use of visuals (e.g. computer models, video)

4. Question Handling (judges should ask students questions at the poster session): how does the student respond; knowledge of subject; knowledge of science in general; does the student separate fact from supposition

## **Poster Presenters**

<sup>U</sup> = undergraduate student, <sup>G</sup> = graduate student

All posters can be viewed at any time, but we encourage you to attend the session(s) (Monday 1/30, 5:30 – 7:00 PM, Tuesday 1/31, 6:00 – 7:30 PM) and ask questions of our speakers as question handling is included in the scoring rubric.

| <b>Presenter</b>                | <b>Topic</b>                  | <b>Title</b>   |
|---------------------------------|-------------------------------|--|
| Alexandria Ambrose <sup>G</sup> | Living Resources              | Video Documentation of the Marine Community Using an Oyster Farm as Habitat Near Barnegat Bay, NJ                        |
| John Supino <sup>G</sup>        | Water Quality & Quantity      | Evaluating Anthropogenic Influences on Salt Marsh Carbon Cycling at the Seven Mile Innovation Laboratory (SMIL)          |
| Jill Felker <sup>G</sup>        | Water Quality & Quantity      | Superbugs Upstream of the Delaware River: Assessing the Antibiotic-Resistant Bacteria in the Blue Marsh Watershed        |
| Jenna Curley <sup>U</sup>       | Urban Ecology                 | Biodiversity and Ecosystem Services in the Cooper River Watershed – Invertebrate Diversity in Suburban Gardens           |
| Sam Solomon <sup>U</sup>        | Climate Change                | Impact of Climate Change on the Salinization of Coastal Wetlands   |
| Galen Xiang <sup>G</sup>        | Urban Ecology and Restoration | Physiological Plasticity and Response to Food Availability of Two Native Freshwater Mussel Species                       |
| Matthew Gentry <sup>G</sup>     | Living Resources              | Using Macroinvertebrate Indexes to Characterize the Impacts of Hydrologic Restoration in an Urban Philadelphia Watershed |

