

## 2025 NDEO National Conference Proposal Review Process & Rubric

NDEO Conference proposals are reviewed and scored by a review committee comprised of NDEO members. Each proposal is reviewed separately by multiple members. The threshold for acceptance varies year to year based primarily on capacity limits, overall programming decisions, and physical space available at the event site (for in-person events). Every effort is made to include the maximum number of sessions possible that NDEO can support and will deliver a robust and engaging conference to attendees. NDEO is committed to producing a diverse conference that is representative of our membership and considers the balance of presentation content, sector distribution, and presenter demographics when finalizing session proposal decisions.

If you are interested in joining the proposal review team, please see the conference website for information or contact [conference@ndeo.org](mailto:conference@ndeo.org).

### PROPOSAL QUESTIONS

*Each is scored out of a possible 5 points*

1. Proposal shows how the presented research, information, or practice is beneficial to the field of dance and/or dance education.
2. Proposal articulates how this research, information, or practice may push the field of dance education forward or encourage new thinking.
3. Proposal shows a logical progression and organization emerging from a clear methodology, process, question, concern, or issue.
4. (a) Proposal effectively explains use of a particular research methodology or question and demonstrates how it is applied; *OR* (b) Proposal effectively demonstrates a practical approach and how it can be applied.
5. Proposal addresses access, diversity, inclusion, and/or equity as it relates to student learning and/or effective teaching practices.
6. Proposal considers/includes underrepresented groups or dance forms.

Total Possible Points = 30

### SCORING GUIDANCE

1. Proposal shows how the presented research, information, or practice is beneficial to the field of dance and/or dance education.
  - 5: Proposal clearly, effectively, and thoroughly shows in detail how the presented research, information, or practice is beneficial to the field of dance and/or dance education.
  - 4: Proposal effectively shows how the presented research, information, or practice is beneficial to the field of dance and/or dance education.
  - 3: Proposal shows how the presented research, information, or practice is beneficial to the field of dance and/or dance education.

2: Limited explanation of how the presented research, information, or practice is beneficial to the field of dance and/or dance education.

2.8.22

1: Little to no explanation of how the presented research, information, or practice is beneficial to the field of dance and/or dance education.

2. Proposal articulates how this research, information, or practice may push the field of dance education forward or encourage new thinking.

5: Proposal clearly, effectively, and thoroughly articulates in detail how this research, information, or practice may push the field of dance education forward or encourage new thinking.

4: Proposal effectively articulates how this research, information, or practice may push the field of dance education forward or encourage new thinking.

3: Proposal articulates how this research, information, or practice may push the field of dance education forward or encourage new thinking.

2: Limited articulation of how this research, information, or practice may push the field of dance education forward or encourage new thinking.

1: Little to no articulation of how this research, information, or practice may push the field of dance education forward or encourage new thinking.

3. Proposal shows a logical progression and organization emerging from a clear methodology, process, question, concern, or issue.

5: Proposal clearly, effectively, and thoroughly shows a logical progression and detailed organization emerging from a clear and engaging methodology, process, question, concern, or issue. 4: Proposal effectively shows a logical progression and organization emerging from a clear methodology, process, question, concern, or issue.

3: Proposal shows a logical progression and organization emerging from a clear methodology, process, question, concern, or issue.

2: Limited evidence of a logical progression and organization emerging from a clear methodology, process, question, concern, or issue.

1: Little to no evidence of a logical progression and organization emerging from a clear methodology, process, question, concern, or issue.

4a. Proposal effectively explains use of a particular research methodology or question and demonstrates how it is applied.

5: Proposal clearly and effectively explains use of a particular research methodology or question and thoroughly demonstrates how it is applied in detail.

4: Proposal effectively explains use of a particular research methodology or question and demonstrates how it is applied.

3: Proposal explains use of a particular research methodology or question and somewhat demonstrates how it is applied.

2: Limited explanation of use of a particular research methodology or question and how it is applied. 1: Little to no explanation of use of a particular research methodology or question and how it is applied.

4b. Proposal effectively demonstrates a practical approach and how it can be applied.

2.8.22

5: Proposal clearly, effectively, and thoroughly demonstrates a practical approach and how it is applied in detail.

4: Proposal effectively demonstrates a practical approach and how it can be applied.

3: Proposal demonstrates a practical approach and somewhat demonstrates how it can be applied. 2: Limited demonstration of a practical approach and/or how it can be applied.

1: Little to no demonstration of a practical approach and/or how it can be applied.

5. Proposal addresses access, diversity, inclusion and/or equity as it relates to student learning and/or effective teaching practices.

5: Proposal clearly, effectively, and thoroughly addresses in detail access, diversity, inclusion and/or equity as it relates to student learning and/or effective teaching practices.

4: Proposal addresses access, diversity, inclusion and/or equity as it relates to student learning and/or effective teaching practices.

3: Proposal somewhat addresses access, diversity, inclusion and/or equity as it relates to student learning and/or effective teaching practices.

2: Limited evidence of addressing access, diversity, inclusion and/or equity as it relates to student learning and/or effective teaching practices.

1: Little to no evidence of addressing access, diversity, inclusion and/or equity as it relates to student learning and/or effective teaching practices.

6. Proposal considers/includes underrepresented groups or dance forms.

5: Proposal clearly, effectively, and thoroughly includes/considers underrepresented groups or dance forms.

4: Proposal includes/considers underrepresented groups or dance forms.

3: Proposal has some inclusion/consideration of underrepresented groups or dance forms. 2: Proposal includes limited inclusion/consideration of underrepresented groups or dance forms.

1: Proposal has little to no inclusion/consideration of underrepresented group or dance form.