


## Judges Scoring Sheet

	<b>NAME(S) OF LEARNER(S) :</b>	Primary	6	7	Project Number :
		Junior	8	9	
		Senior	10	11	
	<b>PROJECT TITLE :</b>				
<b>AMOUNT OF TESTING/NO. OF PROTOTYPES:</b>					

MARKS ALLOCATED				
SECTION 1 VALUE OF PROJECT	SECTION 2 WRITTEN COMMUNICATION POSTER, REPORT, FILE	SECTION 3 ORAL COMMUNICATION	INITIAL TOTAL	FINAL TOTAL AFTER PANEL DISCUSSION
/ 50	/ 30	/ 20	/ 100	/ 100

<b>NAME OF JUDGE (PRINT PLEASE):</b>	<b>JUDGE'S SIGNATURE:</b>	<b>CONVENOR'S NAME &amp; SIGNATURE:</b>
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**POSITIVE COMMENTS AND SUGGESTIONS FOR IMPROVEMENT : please complete this section in detail.**

Do you think this project is of International Science Fair (ISF) standard? Yes/no:      Reason:

What improvements would you recommend for this project? Please specify.

Who could mentor the finalist(s) if selected for the International Science Fair? Please give the name and email address of this person.

Any other comments for the comment card?

Poster

Journal/Project data book/rough work

Project report

Interview

General

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### SECTION 1: VALUE OF PROJECT (Total / 50)

To assess project start with the vertical axis and then move across the horizontal axis.

<b><u>GUIDELINES FOR ASSESSING VALUE OF PROJECT:</u></b>		<b><u>ORIGINALITY</u></b>				
<p>1. Identify the type of project done by the learner(s):                      A- PURE SCIENCE – basic knowledge and fundamental principles                      B - APPLIED SCIENCE – science applied to human needs                      C- TECHNOLOGY AND APPLIED TECHNOLOGY including engineering projects</p> <p>2. Criteria below refer to specific kinds of projects                      A/B/C – apply relevant criteria to project being assessed.                      NB: a project could be a combination of A/B/C above.</p>		The learner/s is/are able to think and act independently. Refers to background reading, originality of approach, use of resources, depth of planning and execution of investigation/engineering process				
		Rank 1 (poor)	Rank 2 (fair)	Rank 3 (good)	Rank 4 (excellent)	
		Little imagination shown. Project layout/strategy is simple with minimal learner input.	Some creativity shown in a project of fair to good layout/strategy. Standard approach using common resources or equipment.	Imaginative, well thought out, above ordinary approach. Good use of available resources. Creativity in layout/strategy.	A novel approach which shows resourcefulness and creativity throughout the project.	
<b>SCIENTIFIC METHOD/ENGINEERING PROCEDURE</b>	Thoroughness and depth in application of the scientific method or engineering & technological process, Scientific Investigation: Check for sample size, validity and reliability of results. For engineering projects look for 2 or more prototypes.	<b>Level 1 (poor)</b> <b>Duplication of existing work</b> A/B: Little understanding of scientific process. A/B: Duplication of a known experiment. Study of existing printed material but little reference to data. B: Copy of an existing solution. Duplication of a known process/existing material. Minimal testing undertaken. C: Duplication of existing technology.	9...10...11	15...16...17	21...22...23	X
		12...13...14	18...19...20	24...25...26		
	<b>Level 2 (fair)</b> <b>A known investigation or design that has a new angle which adds value to the results.</b> A/B: Limited range, basic application of scientific method. A/B: Research of existing printed material and existing data with extension of a known experiment. B: Indication of input and knowledge of some existing applications. C: Improvement or demonstration of new applications for existing technology.	15...16...17	21...22...23	27...28...29	33...34...35	
		18...19...20	24...25...26	30...31...32	36...37...38	
		X	27...28...29	33...34...35	39...40...41	
			30...31...32	36...37...38	42...43...44	
	<b>Level 3 (good)</b> <b>A new investigation or design undertaken beyond the borders of the school curriculum with limited testing and results</b> A/B: Good application of the scientific method. A/B: Devised and carried out original experiment with controls. Variables are identified and significant variables are controlled. Analysis with graphs or simple well thought out statistics. B: New solution to problem after prototyping and testing. Analysis of observations and investigation using graphs / statistics. C: Designs and builds innovative technology.	X	33...34...35	39...40...41	45...46...47	
			36...37...38	42...43...44	48...49...50	
			36...37...38	42...43...44	48...49...50	
	<b>Level 4 (excellent)</b> <b>Genuinely unique, substantial testing &amp; results.</b> A/B: Full application of scientific method, extension of level 3. A/B: Variables are identified & most significant variables are controlled. Illustration of cause and effect. Devised and carried out original experiment. B: Novel solution to current problem(s). Integrates several existing technologies / solutions where applicable. C: Unique solution and complete mastery of all technologies used, clearly set out need technology solution chain.	X	33...34...35	39...40...41	45...46...47	
			36...37...38	42...43...44	48...49...50	

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### SECTION 2: WRITTEN COMMUNICATION OF PROJECT (POSTER, REPORT, JOURNAL) (Total / 30)

Criteria	<u>Levels of performance:</u>
(All official documents must be in place – abstract filed first , research plan, signed plagiarism form, signed code of conduct, signed survey permission letters, signed supervising scientist letters)	0 = Not done 0.5 = Poor 1.5 = Good 2 = Excellent
<b>Report file neatly and logically organised</b> File with contents page and clearly labelled sections.	
<b>Written language in report and on poster.</b> Legible, scientific, suitable headings, no spelling mistakes. <b>Written in the third person.</b>	
<b>Evidence of background research in Introduction in report and on poster</b> Background information and knowledge, summarised with articles in appendix. <b>Introduction in report file to include focus question/problem statement.</b>	
<b>Aim/purpose as well as a hypothesis or engineering goal(s) of project reflected in report and on poster</b> Clearly stated, unambiguous, achievable.	
<b>Scientific method:</b> Dependent, independent & fixed variables listed in report and on poster. <b>OR Engineering projects:</b> Design criteria established and described in report and on poster.	
<b>Methods used or technologies used are more extensive in report than on poster</b> <b>Scientific method:</b> Method presented in logical order, correct expression, repeatable. <b>Engineering projects:</b> Procedure shows designs and describes construction of all prototypes.	
<b>Results in report and on poster</b> <b>Scientific method:</b> Full observations, with data presented in tables & in graphs in report. Key tables and graphs on poster. These are scientifically & mathematically suitable & correct. <b>Engineering projects:</b> results of all prototype tests in report & results of final prototype on poster.	
<b>Analysis/interpretation of results in report and on poster</b> <b>Scientific method projects:</b> Results / findings / graphs / diagrams explained in words, more extensive in report than on poster. <b>Engineering projects:</b> Detail of all prototypes in report and only final prototype on poster	
<b>Discussion of results in report and on poster</b> <b>Scientific method projects:</b> Patterns and trends are noted and explained, anomalies / unusual results are discussed, limitations noted and clarified. <b>Engineering projects:</b> Comparison of different prototypes & their limitations in report. Detailed discussion of efficacy of final prototype on poster.	
<b>Future possibilities of research in report</b> Future extensions and possibilities are described.	
<b>Conclusions are reflected in report and on poster</b> They are valid, based on findings and linked to the aim / hypothesis / engineering goals.	
<b>References in report</b> Reference of books, magazines, newspaper articles, journals and internet addresses given in the correct format as laid out in the Expo Guide Book.	
<b>Acknowledgements in report and on poster</b> It is important to find out depth of adult assistance received and how this assistance has been used.	
<b>Poster (A4 pages) – summarises project and is neatly organised</b> This makes an impact and captures the attention. Colour and contrast are used in a relevant, attractive and suitable way. Presentation has a logical flow – from top left to bottom right and must include introduction/problem/background research & aim/hypothesis or engineering goals, method/procedure, key results in graphs and/or diagram form, analysis, short discussion of results and conclusion, acknowledgements	
<b>Journal/Project data book/Log book</b> To include: rough work / original data sheets / plans / diagrams / photos / questionnaires / sketches of previous models / emails / records of interviews - showing what was done and when, where and how, observations, circumstances, results, etc.	
<b>TOTAL</b>	<b>/ 30</b>

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### SECTION 3: ORAL COMMUNICATION (INTERVIEW)© (Total / 20)

Criteria	<u>Levels of performance:</u> 0 = Not done 0.5 = Poor 1.5 = Good 2 = Excellent
<b>Capture of interest</b> The presentation is exciting and stimulating	
<b>Enthusiasm / effort</b> A worthwhile effort was made to explain information, lots of enthusiasm present.	
<b>Voice / tone</b> Totally audible, varying intonation.	
<b>Self-confidence and body language</b> Confident about the project, little obvious nervousness.	
<b>Scientific language</b> Use of appropriate language and vocabulary, verbally fluent.	
<b>Response to questions</b> Carefully listens to questions, responds clearly and intelligently.	
<b>Presentation of project</b> Can present the project in a logical, well organised way (without reciting).	
<b>Limitations and gaps</b> The learner is fully aware of the limitations and can explain reasons for gaps.	
<b>Possible suggestions for expanding project</b> The learner is fully aware of the possibilities for expanding the project.	
<b>Authenticity</b> The learner takes complete ownership of the project and integrates assistance received in answers to questions. Can demonstrate all of the methods/techniques used. <i>It is important to find out the amount of adult assistance received, how this assistance has been used and ask questions.</i>	
<b>TOTAL</b>	<b>/ 20</b>

**INTERVIEW NOTES: please complete in detail**