

PART A: PROCESS (maximum — 45 marks)				PROCESS	
Level 1	Level 2	Level 3	Level 4		
<ul style="list-style-type: none"> • Duplication and reporting of an experiment to test a previously confirmed hypothesis • Lack of knowledge of critical variables • Little evidence of process • Limited data collected 	<ul style="list-style-type: none"> • Extension of a known experiment through some modification of its procedure, data collection, analysis, and application. • 1 variable controlled • Some aspects of the investigative process are evident • Some data and limited analysis is included 	<ul style="list-style-type: none"> • New approach to the design, modification or application of an existing experiment • 2 or more variables are investigated under controlled conditions • Most aspects of the investigative process are evident • Several sets of data with 	<ul style="list-style-type: none"> • Creative approach to the design, modification, or application or an existing or new experiment • Most of the significant variables are investigated in a controlled manner • All aspects of the investigative process are evident • Extensive data and analysis are 	INVESTIGATION	
<ul style="list-style-type: none"> • Limited research from one or two sources • Study is related to a ordinary issue • Little personal observation or opinion provided • No correlated data 	<ul style="list-style-type: none"> • Some background research evident • Correlated data from more than one source • Correlated study connects to one or more issues • Some personal opinion and observation provided 	<ul style="list-style-type: none"> • Detailed background research evident • Correlated data from a variety of sources • Correlated study connects with more than two issues • Some analysis and personal opinions are provided 	<ul style="list-style-type: none"> • Extensive background research evident • Correlated data from many sources • Correlated study connects to a variety of related issues • Extensive analysis of data leads to definitive solutions to issues 		CORRELATED
<ul style="list-style-type: none"> • Construction of a model or other device that duplicates existing technology • Traditional applications are explained • Little evidence of design-test-redesign-test... 	<ul style="list-style-type: none"> • Construction of a model or other device that makes some changes or improvements to existing technology • New application and effectiveness is suggested • Evidence of some data collection (design-test-redesign-test...) 	<ul style="list-style-type: none"> • Design and construction of a model or other device that reflects more than 2 improvements to existing technology • New application is examined • Evidence of sets of data collected (design-test-redesign-test...) along with some analysis and evaluation 	<ul style="list-style-type: none"> • Design and construction of a device that reflects extensive innovation(s) on existing technology • Applications examine economic, human, and environmental impacts • Extensive and effective data collected and analysed through design-test-redesign-test process 		
<p style="text-align: center;">20</p> <p>21 22 23 24 25 26 27 28 29</p> <p style="text-align: center;">30</p>	<p style="text-align: center;">25</p> <p>26 27 28 29 30 31 32 33 34</p> <p style="text-align: center;">35</p>	<p style="text-align: center;">30</p> <p>31 32 33 34 35 36 37 38 39</p> <p style="text-align: center;">40</p>	<p style="text-align: center;">35</p> <p>36 37 38 39 40 41 42 43 44</p> <p style="text-align: center;">45</p>	Scoring	

PART B: DISPLAY (total 20 marks)									
1. SKILL (maximum 10 marks) <ul style="list-style-type: none"> • Is the work neat and carefully done? • Is the lettering legible and sized effectively? • Are the colours effective and compatible? • Is the layout complete, logical, and self-explanatory? • Is the content clearly and logically presented? <p style="text-align: center;">1 2 3 4 5 6 7 8 9 10</p>									
2. DRAMATIC VALUE (maximum 10 marks) <ul style="list-style-type: none"> • Is the display simple (not cluttered) and balanced visually? • Does it capture attention? • Does it have sensory impact and promote thought? • Is there good balance and use of contrast? • Do the backboard, table layout, and all table items contribute effectively to the topic? <p style="text-align: center;">1 2 3 4 5 6 7 8 9 10</p>									
PART C: NOTES AND WORK JOURNAL (maximum 10 marks)									
<ul style="list-style-type: none"> • Is the notebook clear, concise, and legible? • Is it more detailed than the backboard display? • Does it contain raw data when appropriate? • Is it logically organized? • Is there a background research section ? • Is there a list of all resources used? • Are there acknowledgements? <p style="text-align: center;">1 2 3 4 5 6 7 8 9 10</p>									

PART D: JUDGES DISCRETION

(maximum 5 marks)

- Do all the parts of the project fit well together?
- Were you impressed with the quality of the display, notebook and overall effort?
- Did the student's sincerity and attitude impress you?
- Was the student knowledgeable for the grade level and topic selected?

1 2 3 4 5

PART E: INTERVIEW

(maximum 20 marks)

Presentation	Logic, Poise, Confidence, Fluency, Enthusiasm (circle a number at the appropriate level)
Understanding	
Level 1 Student is unsure of the material or the process of the project and has difficulty answering questions about the project.	7 8 9 10 11 12
Level 2 Student can summarize the project adequately and can answer a majority of the questions about the project.	11 12 13 14 15 16
Level 3 Student enthusiastically explains the project and answers all questions clearly, logically, and confidently.	15 16 17 18 19 20

FINAL MARK or RANGE _____

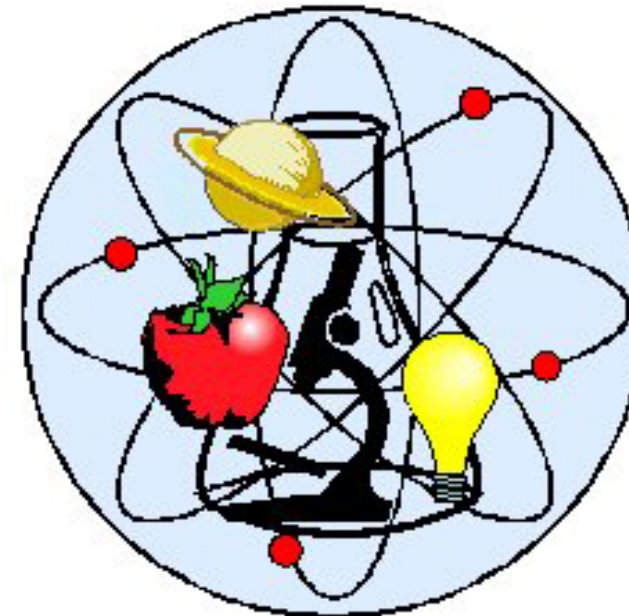
JUDGES SUMMARY

A:PROCESS:	/45
B:DISPLAY:	/20
C:NOTES & WORK JOURNAL:	/10
D:JUDGES DISCRETION:	/5
E:INTERVIEW:	/20

JUDGE'S

REFERENCE NOTES

(To be used for consensus-building
with your team members)



BLUEWATER REGIONAL SCIENCE AND TECHNOLOGY FAIR

JUNIOR JUDGING FORM