Project Judging Summary Form

Project Name: _____

Project Number: _____

74 183.84 W Wonder | 25 54.94 Mg Motivation | 16 32.07 S Success | 9 19.00 F Fascination

Western Manitoba Science Fair

Youth Science Canada
Sciences jeunesse Canada

Part A: Scientific Thought			Judge's Notes:
	Level (1-4)	Rating (0-9)	
Part B: Originality & Creativity			
	Level (1-4)	Rating (0-9)	
Part C: Communication			
	Level (1-4)	Rating (0-9)	
Part D: Mentorship			
	Level (1-4)		

Feedback Notes - record your feedback notes for the project here. You can use these notes to record your full feedback on the Feedback Form, which will be sent to the student after the fair. This page does not go to the student.

Strengths

Recommendations

Judge's Name (Please Print)	Judge's Signature

Feedback for the Finalist(s) - It is **VERY** important to leave adequate and constructive feedback on the Feedback form for **EVERY** project. A copy of the Feedback form will be sent to each student.

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Western Manitoba Science Fair

Project Judging Rubric Form

Youth Science Canada
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PART A: SCIENTIFIC THOUGHT - First choose which ONE of the following three categories the project falls under, then work down that column to determine the level:

Experiment	Innovation	Study
Undertake an investigation to test a scientific hypothesis by the experimental method. At least one independent variable is manipulated; other variables are controlled.	Develop and evaluate new devices, models, theorems, physical theories, techniques, or methods in technology, engineering, computing, natural science, or social science.	Analysis of, and possibly collections of, data using accepted methodologies from the natural, social, biological, or health sciences. Includes studies involving human subjects, biology field studies, data mining, observation and pattern recognition in physical and/or socio-behavioural data.
LEVEL 1	**LEVEL 1**	**LEVEL 1**
Replicate a known experiment to confirm previous findings	Build a model or device to duplicate existing technology or to demonstrate a well-known physical theory or social/behavioural intervention.	Existing published material is presented, unaccompanied by any analysis.
LEVEL 2	**LEVEL 2**	**LEVEL 2**
Extend a known experiment with modest improvements to the procedures, data gathering and possible applications.	Improve or demonstrate new applications for existing technological systems, social or behavioural interventions, existing physical theories or equipment, and justify them.	Existing published material is presented, accompanied by some modest analysis **and/or** a rudimentary study is undertaken that yields limited data that cannot support an analysis leading to meaningful results.
LEVEL 3	**LEVEL 3**	**LEVEL 3**
Devise and carry out an original experiment. Identify the significant variables and attempt to control them. Analyze the results using appropriate arithmetic, graphical or statistical methods.	Design and build innovative technology; or provide adaptations to existing technology or to social or behavioural interventions; extend or create new physical theory. Human benefit, advancement of knowledge, and/or economic applications should be evident.	The study is based on systematic observations and a literature search. **Quantitative studies** should include appropriate analysis of some significant variables) using arithmetic, statistical, or graphical methods. **Qualitative and/or mixed methods studies** should include a detailed description of the procedures and/or techniques applied to gather and/or analyze the data (e.g. interviewing, observational fieldwork, constant comparative method, content analysis).
LEVEL 4	**LEVEL 4**	**LEVEL 4**
Devise and carry out original experimental research in which most significant variables are identified and controlled. The data analysis is thorough and complete.	Integrate several technologies, inventions, social/ behavioural interventions or design and construct an innovative application that will have human and/ or commercial benefit.	The study correlates information from a variety of peer-reviewed publications and from systematic observations, and reveals significant new information, or original solutions to problems. Same criteria for analysis of significant variables and/or description of procedures/techniques as for Level 3.

PART B: ORIGINALITY & CREATIVITY

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
The project design is simple with little evidence of student imagination. It can be found in books or magazines.	The project design is simple with some evidence of student imagination. It uses common resources or equipment. The topic is a current or common one.	This imaginative project makes creative use of the available resources. It is well thought out, and some aspects are above average.	This highly original project demonstrates a novel approach. It shows resourcefulness and creativity in the design, use of equipment, construction and/or the analysis.

PART C: COMMUNICATION

The level is based on four elements: visual display, oral presentation, project report with background research, and logbook.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Most or all of the four elements are simple, unsubstantial or incomplete. There is little evidence of attention to effective communication. In a pair project, one member may have dominated the presentation.	Some of the four elements are simple, unsubstantial or incomplete, but there is evidence of student attention to communication. In a pair project, one member may have made a stronger contribution to the presentation.	All four elements are complete and demonstrate attention to detail and substance. The communication components are each well thought out and executed. In a pair project, both members made an equitable contribution to the presentation.	All four elements are complete and exceed reasonable expectations of a student at this age/grade. The visual display is logical and self-explanatory, and the exhibit is attractive and well-presented. The project report and logbook are informative, clearly written, and the bibliography extends beyond web– based articles. The oral presentation is clear, logical, and enthusiastic. In a group project, both members contributed equitably and effectively to the presentation.

PART D: MENTORSHIP

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
The project is mentored. The student has limited knowledge of the material presented in the project.	The project is mentored. The student has moderate knowledge of the material, but gaps in knowledge of the project exist.	The project is mentored. The student knows most of the material however minimal gaps in knowledge of the project exist.	The project is not mentored, or The project is mentored however the student is very knowledgeable in the subject, and can answer all questions about information presented in the project.

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Judging Label

Feedback Form for the Finalist(s) - A copy of this Feedback page will be sent to each student.

FEEDBACK FOR THE EXHIBITOR(S)

Strengths

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Recommendations

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Judge's Name: