

Kodiak's Rural Science Fair '03-'04

Scientist/Teacher Judging Criteria for a Demonstration/Collection

Project # _____

Team or Individual

Criterion	0	1	3	5
Question/Problem or statement of purpose	<ul style="list-style-type: none"> •There is no question, problem or statement of purpose 	<ul style="list-style-type: none"> •The question, problem, or statement of purpose is vague and/or too broad 	<ul style="list-style-type: none"> •The question, problem, or statement of purpose is adequately stated 	<ul style="list-style-type: none"> •The statement of purpose is clearly stated (Why do you want to do this collection/ demonstration?)
Prediction about what will be found by doing the project	<ul style="list-style-type: none"> •There is no prediction for the project stated 	<ul style="list-style-type: none"> •The prediction is poorly stated 	<ul style="list-style-type: none"> •The prediction is adequately stated 	<ul style="list-style-type: none"> •The prediction is clearly stated and answers the question, problem or speaks to the statement of purpose. It is based on research gathered
Data/Background information on topic	<ul style="list-style-type: none"> •There is no data or background information on the topic 	<ul style="list-style-type: none"> •The data/information is disorganized. It is difficult for the reader the understand new information •Data/information was collected, but not enough to accurately address the purpose 	<ul style="list-style-type: none"> •The data/information is organized and describes new information •Enough data was collected to address the question, problem, or statement of purpose 	<ul style="list-style-type: none"> •The data/information is overtly organized. A variety of ways are used to display it and describe newly learned information •There is enough data to accurately address the question, problem or purpose
Evidence of Research/Gathering of Information	<ul style="list-style-type: none"> •There is no evidence of research 	<ul style="list-style-type: none"> •The research is not related to the question, problem or statement of purpose •It is not clear where or how the information was gathered, though references are mentioned 	<ul style="list-style-type: none"> •The research is related to the question, problem, or statement of purpose •References are cited 	<ul style="list-style-type: none"> •The research is specific to the question, problem or statement of purpose and will help the scientist to accurately hypothesize or predict results •References are clearly cited and the reader knows exactly where the information was gathered

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Conclusions and/or suggestions for further exploration	<ul style="list-style-type: none"> •There is no conclusion or reference made to further exploration 	<ul style="list-style-type: none"> •No connection is made between the question and data collected •A vague reference has been made to suggestions for further exploration 	<ul style="list-style-type: none"> •Conclusions are clearly stated with applications of newly learned information •An adequate description is made for suggestions for further exploration 	<ul style="list-style-type: none"> •The student has made insightful connections between the question, problem, or purpose and the newly learned information •Details have been given for suggestions for further exploration
Appearance	<ul style="list-style-type: none"> •The project is sloppy and disorganized 	<ul style="list-style-type: none"> •More work is needed to make the display neat 	<ul style="list-style-type: none"> •The information is displayed clearly and neatly 	<ul style="list-style-type: none"> •The project commands attention and is extremely neat and easy to read •The student shows a depth of understanding of the investigation and was able to share that in his/her oral presentation and while answering specific questions from judges
Presentation	<ul style="list-style-type: none"> •The student did not share their project orally 	<ul style="list-style-type: none"> •The student needs more practice in sharing their project orally 	<ul style="list-style-type: none"> •The student is able to communicate effectively his/her understanding of the investigation in an oral presentation 	<ul style="list-style-type: none"> •The models, charts, pictures, maps, etc. are used creatively and accurately to enhance the display and share newly learned information
Models, charts, pictures, maps, etc.	<ul style="list-style-type: none"> •None are used 	<ul style="list-style-type: none"> •A few are used, but may not be useful or accurate 	<ul style="list-style-type: none"> •An effort was made to include these to enhance the display and share newly learned information 	

Judge's
comments/suggestions: