

	<b>SCORE = 5 PERFECT SCORE FIRST PLACE</b>	<b>SCORE = 4 FIRST PLACE</b>	<b>SCORE = 3 SECOND PLACE</b>	<b>SCORE = 2 THIRD PLACE</b>	<b>SCORE = 1 THIRD PLACE</b>
<b>SCIENTIFIC THOUGHT</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Presenter has a single, formal hypothesis.</li> <li><input type="checkbox"/> The presenter can identify AND explain the basic scientific concepts.</li> <li><input type="checkbox"/> The presenter used a unique idea or twist to formulate the experiment.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Presenter has a single, formal hypothesis.</li> <li><input type="checkbox"/> The presenter can identify AND explain the basic scientific concepts.</li> <li><input type="checkbox"/> The experimental design is limited to work dealing with the hypothesis.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Presenter has a single, formal hypothesis.</li> <li><input type="checkbox"/> The presenter can identify the basic scientific concepts by name but may have difficulty in explaining the concepts.</li> <li><input type="checkbox"/> The experimental design is limited to work dealing with the hypothesis.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Presenter attempts to frame a hypothesis or has multiple hypotheses.</li> <li><input type="checkbox"/> The student has difficulty identifying the basic scientific concepts and is unable to explain the concepts.</li> <li><input type="checkbox"/> The experimental design permits the presenter's work to occur in areas not dealing with the hypothesis.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Presenter does not have a hypothesis.</li> <li><input type="checkbox"/> Presenter is unable to identify the scientific concepts applying to the experiment.</li> <li><input type="checkbox"/> No evidence of experimental design.</li> </ul>
<b>EXPERIMENTAL METHODS</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Presenter did his/her own experiment.</li> <li><input type="checkbox"/> Presenter used all equipment in a safe and accepted manner AND possibly a unique way.</li> <li><input type="checkbox"/> Presenter had both a control group and experimental group(s).</li> <li><input type="checkbox"/> Control and experimental variables clearly identified.</li> <li><input type="checkbox"/> Sample sizes were larger than one would expect of the presenter's grade level.</li> <li><input type="checkbox"/> Measurements were metric</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Presenter did his/her own experiment.</li> <li><input type="checkbox"/> Presenter conducted the experiment in a safe and accepted manner.</li> <li><input type="checkbox"/> Presenter had both a control group and experimental group(s).</li> <li><input type="checkbox"/> Control and experimental variables clearly identified.</li> <li><input type="checkbox"/> Sample sizes were well selected.</li> <li><input type="checkbox"/> Measurements were metric</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Presenter did his/her own experiment.</li> <li><input type="checkbox"/> Presenter conducted the experiment in a safe and accepted manner.</li> <li><input type="checkbox"/> Presenter didn't use controls as effectively as possible.</li> <li><input type="checkbox"/> Control and/or experimental variables identified with some errors.</li> <li><input type="checkbox"/> Sample sizes were not quite acceptable or large enough.</li> <li><input type="checkbox"/> Measurements were metric</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Presenter did not do his/her own experiment.</li> <li><input type="checkbox"/> Presenter did not use equipment properly or safely in all instances.</li> <li><input type="checkbox"/> The experiment was not done safely.</li> <li><input type="checkbox"/> No experimental controls were evident.</li> <li><input type="checkbox"/> Control and/or experimental variables not identified</li> <li><input type="checkbox"/> Sample sizes were not consistent.</li> <li><input type="checkbox"/> Measurements were metric</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Presenter did not do his/her own experiment.</li> <li><input type="checkbox"/> Presenter did not observe any safety practices.</li> <li><input type="checkbox"/> Experiment samples sizes were too small.</li> <li><input type="checkbox"/> No experimental controls were evident.</li> <li><input type="checkbox"/> Variables were not identified or were absent</li> <li><input type="checkbox"/> The experiment was not done safely.</li> <li><input type="checkbox"/> Measurements were not metric</li> </ul>

CHECK WITH THE JUDGING COMMITTEE IN THE JUDGES' TALLY ROOM BEFORE DISQUALIFYING THE PRESENTATION.

<b>ANALYTICAL APPROACH</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Conclusions drawn by the presenter are valid for the data gathered.</li> <li><input type="checkbox"/> Presenter can describe the errors in the data and explain why they occurred.</li> <li><input type="checkbox"/> Presenter can describe weaknesses in the experimental design and how to correct the weaknesses.</li> <li><input type="checkbox"/> Presenter knows what areas for further research exist on the current topic.</li> <li><input type="checkbox"/> Presenter could explain why he or she did this particular experiment.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Conclusions drawn by the presenter are valid for the data gathered.</li> <li><input type="checkbox"/> Presenter can describe the errors in the data.</li> <li><input type="checkbox"/> Presenter can describe weaknesses in the experimental design.</li> <li><input type="checkbox"/> Presenter can describe possible avenues for further research or application.</li> <li><input type="checkbox"/> Presenter could explain why he or she did this particular experiment.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Conclusions drawn by the presenter are valid for the data gathered.</li> <li><input type="checkbox"/> Presenter appears to be aware that data may have some errors.</li> <li><input type="checkbox"/> Presenter cannot describe avenues for further research</li> <li><input type="checkbox"/> Presenter doesn't see a reason to do the research.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Conclusions are not valid for the data gathered.</li> <li><input type="checkbox"/> Presenter does not see any errors in the data that exist.</li> <li><input type="checkbox"/> Presenter cannot describe avenues for further research.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Presenter has intentionally twisted the data to arrive at the experimental conclusions.</li> <li><input type="checkbox"/> Presenter appears totally unaware of the need for analysis.</li> <li><input type="checkbox"/> Presenter cannot describe avenues for further research.</li> </ul>
<b>PRESENTATION</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Presentation was clear.</li> <li><input type="checkbox"/> Transparencies were very well thought out and to the point.</li> <li><input type="checkbox"/> Presenter was knowledgeable and self-confident.</li> <li><input type="checkbox"/> Presenter RARELY looked at notes.</li> <li><input type="checkbox"/> Presenter's answers to the judge's questions indicated an exceptional understanding of the research topic.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Presentation was clear.</li> <li><input type="checkbox"/> Transparencies were understandable and enhanced the presentation.</li> <li><input type="checkbox"/> Presenter spoke clearly.</li> <li><input type="checkbox"/> Presenter referred to notes but didn't read notes.</li> <li><input type="checkbox"/> Presenter could answer questions to the satisfaction of the judges.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Presentation was clear.</li> <li><input type="checkbox"/> Transparencies were understandable.</li> <li><input type="checkbox"/> Presenter spoke clearly.</li> <li><input type="checkbox"/> Presenter referred to notes but didn't read notes.</li> <li><input type="checkbox"/> Presenter could answer most of the questions to the satisfaction of the judges.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Presenter was unsure of the research and his or her work.</li> <li><input type="checkbox"/> Transparencies were difficult to read.</li> <li><input type="checkbox"/> Presenter read most of the presentation from the note cards.</li> <li><input type="checkbox"/> Presenter could answer a few questions.</li> <li><input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Presenter was totally disorganized.</li> <li><input type="checkbox"/> Transparencies were either absent or used without apparent reason.</li> <li><input type="checkbox"/> Presenter was unable to answer any questions.</li> <li><input type="checkbox"/> Presentation exceeds 10 minutes or is too short to be effective.</li> </ul>
<b>JUDGE'S OPINION</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The project is appropriate for a student beyond the presenter's current grade level, ability to produce quality work, procedures, depth of understanding and creativity.</li> <li><input type="checkbox"/> The presenter overcame handicaps or unusual circumstances to complete the project.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The project is appropriate for a student at the presenter's current grade level, ability to produce quality work, procedures, depth of understanding and creativity.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The project is appropriate for a student slightly below the presenter's current grade level, ability to produce quality work, procedures, depth of understanding and creativity.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The project is appropriate for a student well below the presenter's current grade level, ability to produce quality work, procedures, depth of understanding and creativity.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The entire project is inappropriate.</li> </ul>

Rubric for judging SCIENCE projects.