Toronto Science Fair Judging Form

<table>
<tr><th>Section Being Evaluated</th><th>Mark</th></tr>
<tr><td>Section One: Communication - Display - Do the backboard and other materials on display effectively communicate the story of the project? Consider
● the effectiveness of the backboard design
● the organizational, communication and technical skills shown
● the quality of the images and text on the backboard and in the log book and summary
● the nature of supporting materials, models, background research</td><td>Out of 20</td></tr>
<tr><td>Section Two: Communication – Interview - Does the student explain the project in a confident manner, demonstrating an understanding of the concepts involved? Consider:
● The student’s fluency, enthusiasm and confidence
● The ability to answer questions clearly and confidently
● The ability of both partners to contribute to the interview
● The evidence of accurate understanding of the concepts presented</td><td>Out of 20</td></tr>
<tr><td>Section Three: The Design and Implementation of the Investigation - Is this investigation well-designed, scientifically sound and carried out in a careful manner? Consider
● the correctness of research methodology and the use of appropriate and varied references
● the extent to which the investigation controlled significant variables
● the collection and organization of data and the use of appropriate mathematics
● the technical skills involved and the thoroughness and effort shown.</td><td>Out of 20</td></tr>
<tr><td>Section Four: Analysis of the Results of the Investigation -
Were the results of this investigation analyzed in a logical and scientific way and were the conclusions drawn reasonable given the data presented? Consider:
● the quality of the data presentation and analysis,
● the extent to which the conclusions are supported by the data and stated clearly,
● the attempt to outline the significance of the work and its context
● the reasonableness of suggestions for future work.</td><td>Out of 20</td></tr>
<tr><td>Section Five: Scientific Thought, Creativity and Originality - Choose either Discovery OR Innovation
Scientific Thought - Discovery
<table>
<tr><th>Level 4</th><th>Level 3</th><th>Level 2</th><th>Level 1</th></tr>
<tr><td>Original experimental research with controlled variables or synthesis of data from a variety of sources; draws new conclusions. a novel and creative approach;

Marks: 20, 19, 18</td><td>Original experiment and good research; Most significant variables controlled; Good analysis of results; Attempts to synthesize data; Very Good understanding;
Marks: 17, 16, 15</td><td>Makes modest improvements in known experiments; gathers data to confirm existing conclusions; Understands major concepts.
Marks: 14, 13, 12</td><td>Replicates known experiment to confirm previous findings or collate data from a variety of existing sources without further analysis. Some understanding
Marks: 11, 10, 9</td></tr>
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Scientific Thought – Innovation
<table>
<tr><th>Level 4</th><th>Level 3</th><th>Level 2</th><th>Level 1</th></tr>
<tr><td>Design and construct innovative application Highly original and creative; successful prototype or innovation

Marks: 20, 19, 18</td><td>Design and build innovative technology; or provide adaptations to existing Tech-imaginative; good prototype or innovation

Marks: 17, 16, 15</td><td>Improve or demonstrate new applications for existing technological systems. Simple design; fair attempt at prototype
Marks: 14, 13, 12</td><td>Model or device that duplicates existing technology or demonstrates well known theory; little use of student imagination
Marks: 11, 10, 9</td></tr>
</table></td><td>Out of 20</td></tr>
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Judges’ Signature _____ Total: _____