

Pearl Creek Science Fair Judging Form

DEMONSTRATION OF SCIENTIFIC OR MATHEMATICAL PRINCIPLE—K – 3rd Grade

PROJECT #

Student(s): _____ Grade Level(s): _____

Project Title: _____ Teacher(s): _____

Evaluator(s): _____

CRITERION	Circle one number per criterion – DO NOT TALLY TOTAL POINTS			
IF NOT ON DISPLAY- MUST BE ABLE TO ANSWER:	4 PTS - <i>SUPERIOR</i>	3 PTS - <i>GOOD</i>	2 PTS - <i>ADEQUATE</i>	1 PT - <i>POOR</i>
PRINCIPLE	<ul style="list-style-type: none"> • Focused and organized around <u>one clearly defined principle</u> 	<ul style="list-style-type: none"> • Mostly focused and organized around one identified principle 	<ul style="list-style-type: none"> • Principle not clearly identified • Several unrelated principles 	<ul style="list-style-type: none"> • Unfocused • Principle not mentioned
DEMONSTRATION	<ul style="list-style-type: none"> • Clearly <u>demonstrates principle</u> • Student <u>mostly explains principle</u> 	<ul style="list-style-type: none"> • Mostly demonstrates principle • Student can identify principle 	<ul style="list-style-type: none"> • Somewhat demonstrates principle • Cannot identify principle 	<ul style="list-style-type: none"> • Does not demonstrate a principal • Cannot identify principle
DISPLAY	<ul style="list-style-type: none"> • <u>Mostly organized</u> • Many <u>titles, fairly easy to read</u> • Mostly logical, <u>can understand</u> • Info about principle 	<ul style="list-style-type: none"> • Some organization • Several titles, mostly readable • Some logic, mostly understand • Some info on principle 	<ul style="list-style-type: none"> • A little unorganized • Some titles, hard to read • Some logic, can understand • Incomplete info on principle 	<ul style="list-style-type: none"> • Unorganized • Titles minimal, unreadable • Illogical, can't understand • Inaccurate info on principle
STUDENT-DIRECTED WORK	<ul style="list-style-type: none"> • Clearly <u>student's own work</u> • <u>Topic stems from student's curiosity</u> • <u>Kid-style spelling and grammar</u> • <u>Student's voice</u> and/or quotes • Student <u>answers all "process" questions</u> easily • Nearly all <u>drawings by student</u> 	<ul style="list-style-type: none"> • Mostly student's own work • Topic is adult-inspired, but kid enjoys • Mostly kid-style spelling and grammar • Mostly student's voice/quotes • Answer most process questions easily • Most drawings by student 	<ul style="list-style-type: none"> • Some of student's work OR Not sure how much is student's • Adult-driven topic, student is mildly interested • Some kid-style spelling & grammar • Voice lacks student tone/quotes • Hard time answering procedure/process questions • Drawing from internet 	<ul style="list-style-type: none"> • Not student's own work • Adult-driven topic, student disinterested • No kid-style spelling and grammar • Adult-voice and no quotes • Perfect looking and un-kidlike • Unable to answer process questions • All illustrations from others
ACKNOWLEDGMENTS	<ul style="list-style-type: none"> • <u>Acknowledges all help</u> 	<ul style="list-style-type: none"> • Acknowledges most help 	<ul style="list-style-type: none"> • Acknowledges some help, but may need prompting 	<ul style="list-style-type: none"> • No acknowledgments

DEMONSTRATION OF SCIENTIFIC OR MATHEMATICAL PRINCIPLE—Kindergarten - 2nd Grade

ORAL SKILLS	<ul style="list-style-type: none"> • <u>Composed, prepared</u> • Introduces project and self <u>with enthusiasm</u> • <u>Speaks clearly, easily</u> understood • Makes <u>eye contact</u> 	<ul style="list-style-type: none"> • Mostly prepared • Enjoys sharing • Can mostly be understood • Makes fairly good eye contact 	<ul style="list-style-type: none"> • Prepared some • Hesitates to share • Hard to hear, can be understood • Looks down a lot 	<ul style="list-style-type: none"> • Unprepared • Disinterested • Quiet, mumbles, hard to understand • Avoids eye contact
ORAL KNOWLEDGE	<ul style="list-style-type: none"> • <u>Strong knowledge</u> • Clear accurate <u>information about principle and demo</u> 	<ul style="list-style-type: none"> • Good knowledge • Explains most of how principle works 	<ul style="list-style-type: none"> • Adequate knowledge • Explains some of how principle works 	<ul style="list-style-type: none"> • Insufficient knowledge • Can't explain principle or demo
POINT SYSTEM:	1st = 25-28 Pts	2nd = 18-24 Pts	3rd = 7-17 Pts	

JUDGES — PLEASE PROVIDE *DISTRICT* LEVEL FEEDBACK IF TIME ALLOWS:

<i>These extra-curricular criterion are not required for school science fair projects, however, they will need these qualities to do well at district level:</i>	DISTRICT QUALIFYING CRITERIA--Demonstration		
	Exceptional	Average	Needs Work
KNOWLEDGE OF TOPIC:	<ul style="list-style-type: none"> • Extensive, goes beyond information displayed, and shows research 	<ul style="list-style-type: none"> • Good, shows understanding of principle 	<ul style="list-style-type: none"> • Limited, shows incomplete understanding of principle
KNOWLEDGE OF PROCEDURE AND OF RESULTS	<ul style="list-style-type: none"> • Excellent understanding • Clear explanations 	<ul style="list-style-type: none"> • Good understanding • Adequate explanations 	<ul style="list-style-type: none"> • Limited understanding • Unclear explanation
DISPLAY	<ul style="list-style-type: none"> • Includes complete, detailed, and accurate info on how demo relates to principle • Includes 3 dimensional model and/or excellent photos or drawings 	<ul style="list-style-type: none"> • Includes only a partial explanation of relationship between principle and demo • Includes adequate photos or drawings 	<ul style="list-style-type: none"> • Does not include description of how principle relates to demo • Does not have model, photos, or drawings, or they're unsatisfactory
SOURCES	<ul style="list-style-type: none"> • 3+ sources, clearly & correctly cited • Acknowledges all help 	<ul style="list-style-type: none"> • 1 or 2 sources • Acknowledges some help 	<ul style="list-style-type: none"> • No sources • No acknowledgements

COMMENTS (use back too):

TO BE FILLED OUT BY COORDINATOR ONLY:

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PLACEMENT (Circle One): 1st 2nd 3rd