

Sample Grand Awards Scoring Sheet (Single)

JUDGES' SCORING SHEET FOR PROJECT PRESENTATION - Individual

Note: This sheet is for judge's use only; it will not be returned to students

Student name: _____

Project #: _____ Judge Initials: _____ Judge #: _____

	<u>Maximum Score</u>	<u>Actual Score</u>
<u>Creative Ability</u> <ul style="list-style-type: none"> ♦ The questions asked are student-initiated and original (0-6) ♦ The approach to solving the problem is creative (0-6) ♦ Equipment is creatively used or had to be made/modified (0-6) ♦ Interpretation of the data shows creative and original thinking by student (0-6) ♦ Student has understanding of project implications beyond their research (0-6) 	(30)	
<u>Scientific Thought OR Engineering Goals</u> <p>Scientific Thought:</p> <ul style="list-style-type: none"> ♦ Clear and unambiguous statement of problem (0-5) ♦ Clearly defined procedural plan for obtaining a solution (0-5) ♦ Variables clearly recognized and defined; proper controls used correctly (0-5) ♦ Data adequately supports student's conclusions; limitations recognized (0-5) ♦ Student understands project's ties to other research (0-5) ♦ Scientific literature cited, not just popular literature (i.e. newspapers, web) (0-5) <p>Engineering Goals:</p> <ul style="list-style-type: none"> ♦ Project has a clear objective (0-5) ♦ Objective is relevant to the potential user's needs (0-5) ♦ Solution is workable and economically feasible (0-5) ♦ Solution could be used in the design or construction of an end product (0-5) ♦ Solution is a significant improvement over current alternatives (0-5) ♦ Solution has been performance tested under conditions of use (0-5) 	(30) OR (30)	
<u>Thoroughness</u> <ul style="list-style-type: none"> ♦ Original question was completely addressed (0-3) ♦ Conclusions are based on repeated observations (not single experiments) (0-3) ♦ Project notes / lab notebook are complete (0-3) ♦ Student is aware of alternate approaches or theories (0-3) ♦ Student spent an appropriate amount of time on the project (0-3) 	(15)	
<u>Skill</u> <ul style="list-style-type: none"> ♦ Data was obtained & analyzed appropriately by student (0-5) ♦ Student worked largely independently (0-5) ♦ Student has required skills & understanding to continue research on own (0-5) 	(15)	
<u>Clarity</u> <ul style="list-style-type: none"> ♦ Clear discussion of project (not a memorized speech) (0-2) ♦ Written material/poster reflects understanding of research project (0-2) ♦ Data and results are presented clearly (0-2) ♦ Presentation is forthright (0-2) ♦ Student designed and created poster largely independently (0-2) 	(10)	
Total:	(100)	

Sample Grand Awards Comment Sheet (Single)

JUDGES' COMMENT FORM FOR PROJECT PRESENTATIONS - Individual

Note: This sheet WILL be returned to the students and will be the only written feedback they get from the judges. Please make at least one constructive comment in each section. Use the back of this sheet if necessary.

Student Name: _____
Project #: _____ Judge Initials: _____ Judge #: _____

CREATIVE ABILITY Questions asked are student-initiated and original; approach to solving the problem is creative; equipment is creatively used or had to be made/modified; interpretation of the data shows creative and original thinking by student; student has understanding of project implications beyond their research

SCIENTIFIC THOUGHT (A) OR ENGINEERING GOALS (B) A: Clear and unambiguous statement of problem; clearly defined procedural plan for obtaining a solution; variables clearly recognized and defined; proper controls used correctly; data adequately supports conclusions; limitations recognized; student understands project's ties to other research; scientific literature cited, not just popular literature (i.e. newspapers, web) OR B: Project has a clear objective; objective is relevant to the potential user's needs; solution is workable and economically feasible; solution could be used in the design or construction of an end product; solution is a significant improvement over current alternatives; solution has been performance tested under conditions of use

THOROUGHNESS Original question was completely addressed; conclusions are based on repeated observations (not single experiments); project notes / lab notebook are complete; student is aware of alternate approaches or theories; student spent an appropriate amount of time on the project

SKILL Data was obtained & analyzed appropriately by student; student worked largely independently; Student has required skills & understanding to continue research on own

CLARITY Clear discussion of project (not a memorized speech); written material/poster reflects understanding of research project; data and results are presented clearly; presentation is forthright; student designed and created poster largely independently

Sample Grand Awards Comment Sheet (Team)

JUDGES' COMMENT FORM FOR PROJECT PRESENTATIONS - Team

Note: This sheet WILL be returned to the students and will be the only written feedback they get from the judges. Please make at least one constructive comment in each section. Use the back of this sheet if necessary.

Student Names: _____

Project #: _____ Judge Initials: _____ Judge #: _____

CREATIVE ABILITY Questions asked are student-initiated and original; approach to solving the problem is creative; equipment is creatively used or had to be made/modified; interpretation of the data shows creative and original thinking by students; students understand project implications beyond their research

SCIENTIFIC THOUGHT (A) OR ENGINEERING GOALS (B) A: Clear and unambiguous statement of problem; clearly defined procedural plan for obtaining a solution; variables clearly recognized and defined; proper controls used correctly; data adequately supports students' conclusions; limitations recognized; scientific literature cited, not just popular literature (i.e. newspapers, web) OR B: Project has a clear objective relevant to potential user's needs; solution is workable and economically feasible; solution could be used in the design or construction of an end product; solution is a significant improvement over current alternatives; solution has been performance tested under conditions of use

THOROUGHNESS Original question was completely addressed; conclusions are based on repeated observations (not single experiments); project notes / lab notebook are complete; students are aware of alternate approaches or theories

SKILL Data was obtained & analyzed appropriately by student; students worked largely independently; students have required skills/understanding to continue research on own

CLARITY Clear discussion of project (not a memorized speech); written material/poster reflects understanding of research project; data and results are presented clearly; presentation is forthright; students designed and created poster largely independently

TEAMWORK Tasks and contributions of each team member clearly outlined; each team member fully involved with project; coordinated effort evident

Sample Form 1C (for Mentored Projects)

Regulated Research Institutional/Industrial Setting Form (1C)

This form must be completed by the scientist supervising the student research conducted in a regulated research institution (e.g., universities, medical centers, NIH, etc.) or industrial setting.

This form **MUST** be displayed with your project.

Student's Name _____

Title of Project _____

To be completed by the Scientist (NOT the Student or Adult Sponsor) after experimentation:

The student conducted research at my institution: (check one)

- a) only to use the equipment b) to perform experiment(s)

If b, the following questions must be answered.

1) How did the student get the idea for her/his project?

(e.g. Was the project assigned, picked from a list, an original student idea, etc.)

2) Were you made aware of the ISEF rules before experimentation? Yes No

3) Did the student work on the project as a part of a research group? Yes No

If yes, how large was the group and what kind of research group was it (students, group of adult researchers, etc.)

4) What specific procedures did the student actually perform and how independently did the student work?

Please list and describe. (Do not list procedures student only observed.)

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