

| Part B: DISPLAY (20 marks) | Part D: INTERVIEW (20 marks) | | <p style="text-align: center;"><i>Toronto Sci-Tech Fair – 2005 April 9, 2005 Judging Form</i></p> <div style="border: 1px solid black; padding: 20px; text-align: center; font-size: 48px; transform: rotate(-45deg); opacity: 0.5;">SAMPLE</div> <p>ID: _____ Table: _____</p> <p>Judge # <input style="width: 50px; height: 20px;" type="text"/></p> <p>Comments: _____</p> <div style="text-align: center; font-size: 48px; transform: rotate(-45deg); opacity: 0.5;">SAMPLE</div> |
|---|--|---|--|
| <p>1. SKILL (maximum 10)</p> <ul style="list-style-type: none"> * Is the presentation neat and carefully done? * Is the layout logical and self-explanatory? * Is the content clearly and logically presented? * Are acknowledgments and bibliography included? <p style="text-align: center;">1 2 3 4 5 6 7 8 9 10 (circle one mark)</p> | <p style="text-align: center;">UNDERSTANDING Level (Select one level)</p> <p>Student is unsure of the material or the process of the project and has difficulty answering questions about the project.</p> <p style="text-align: center;">— OR —</p> | <p style="text-align: center;">PRESENTATION Logic, poise confidence fluency and enthusiasm</p> <p style="text-align: center;">(circle one mark)</p> <p style="text-align: center;">4 6 8 10</p> | |
| <p>2. DRAMATIC VALUE (maximum 10)</p> <ul style="list-style-type: none"> * Is the display uncluttered and balanced visually? * Does it have impact? * Do the backboard, table and displays meld together? <p style="text-align: center;">1 2 3 4 5 6 7 8 9 10 (circle one mark)</p> | <p>Student can summarize the project adequately and can answer the majority of questions about the project.</p> <p style="text-align: center;">— OR —</p> <p>Student explains the project well and can answer all questions about the project clearly and logically.</p> | <p style="text-align: center;">10 12 14 16</p> <p style="text-align: center;">14 16 18 20</p> | |
| Part C: ABSTRACT (10 marks) | SUMMARY of MARKS | | |
| <p>Is the abstract an accurate summary of the project?</p> <p style="text-align: center;">1 2 3 4 5 6 7 8 9 10 (circle one mark)</p> | <p>Part A: _____ / 50</p> <p>Part B: _____ / 20</p> <p>Part C: _____ / 10</p> <p>Part D: _____ / 20</p> <p>TOTAL: _____ / 100</p> | | |
| <p>Please indicate the level of outside help that has been brought to bear on this project. 0 indicates NO HELP, 5 indicates EXCESSIVE HELP.</p> | | <p style="text-align: center;">0 1 2 3 4 5 (circle one mark)</p> | |

Part A: SCIENTIFIC THOUGHT and CREATIVITY (Maximum: 50 marks)

| SCIENTIFIC THOUGHT (Indicate type of project by marking box in appropriate column.) | | | | CREATIVE ABILITY | | | | | | | |
|---|---|---|--|------------------|--|------|---|-----------|--|-------------|--|
| | | | | Satisfactory | | Good | | Very Good | | Outstanding | |
| EXPERIMENT Description An investigation undertaken to test a specific hypothesis using experiments. | STUDY Description A collection and analysis of data to reveal evidence of a fact or situation of scientific interest. It could include a study of cause and effect relationships involving ecological, social, political or economic considerations; in-depth studies; theoretical investigations. | INNOVATION Description Involving the development and evaluation of innovative devices, models or techniques or approaches in fields such as technology, engineering or computers (both hardware and software). | A textbook or magazine type project with some small student input, average or common design, little imagination. | | A project on a current or common topic, using commonly available resources. A standard approach, fair to good design, common use of equipment. Some creativity demonstrated. | | An imaginative project with available resources well used. Well thought out approach, extends topic from the ordinary and shows creativity in design and/or use of equipment. | | A highly original project or a novel approach. Shows resourcefulness and creativity in design, use of equipment, and/or construction of project. | | |
| Level 1 Duplicating a known experiment to confirm the hypothesis. The hypothesis is totally predictable. | Level 1 Study of printed material related to the basic issue. SAMPLE | Level 1 Building models (devices) to duplicate existing technology. | 20 | 21 | 24 | 25 | 28 | 29 | 32 | 33 | |
| | | | 22 | 23 | 26 | 27 | 30 | 31 | 34 | 35 | |
| Level 2 Extend a known experiment through modifications of procedures, data gathering and application. | Level 2 Study of material collected through personal observations. Display attempts to address a specific issue. | Level 2 Make improvements to, or demonstrate new applications for existing technological systems or equipment and be able to justify them. | 25 | 26 | 29 | 30 | 33 | 34 | 37 | 38 | |
| | | | 27 | 28 | 31 | 32 | 35 | 36 | 39 | 40 | |
| Level 3 Devise and carry out an original experiment with controls. Variables are identified and some significant variables are controlled. | Level 3 Study based on observations and literature research illustrating various options for dealing with a relevant issue. Appropriate statistical analysis, in relation to some significant variables. | Level 3 Design and build innovative technology or provide adaptations to existing technology that will have economic applications and/or human benefit. | 30 | 31 | 34 | 35 | 38 | 39 | 42 | 43 | |
| | | | 32 | 33 | 36 | 37 | 40 | 41 | 44 | 45 | |
| Level 4 Devise and carry out original experimental research which attempts to control or investigate most significant variables. | Level 4 Study correlating information from a variety of sources which may illustrate cause and effect or original solutions to current problems through synthesis. Most significant variables identified, though investigator may not be able to control them all. Appropriate statistical analysis. | Level 4 Integrate several technologies, or designs and construct an innovative technological system that will have commercial and/or human benefit. | 35 | 36 | 39 | 40 | 43 | 44 | 47 | 48 | |
| | | | 37 | 38 | 41 | 42 | 45 | 46 | 49 | 50 | |