

# Western Carolina Regional Science Fair

## Judging Rubric

	<i>Poor (0-5)</i>	<i>Fair (6-10)</i>	<i>Good (11-16)</i>	<i>Outstanding (17-20)</i>
<b>Originality (20pts)</b>	Highly derivative	Some originality	Very imaginative	Strikingly original, highly imaginative
<b>Idea/hypothesis (20pts)</b>	Missing, not clearly stated, or not testable	Clearly stated but inappropriate	Question well formed and testable	Rigorous, testable and highly original question
<b>Experimental design/ methodology (20pts)</b>	Poor or unexplained	Explained, but flawed logic	Very clear, well designed but process not well understood	Exceptional and original design, demonstrates clear understanding of process
<b>Data collection/ Presentation (20pts)</b>	Data not collected or presented	Partial data presented but unclear	Appropriate data, clearly presented	Data clearly addresses question, exceptional presentation.
	<i>Poor (0-2)</i>	<i>Fair (3-5)</i>	<i>Good (6-7)</i>	<i>Outstanding (8-10)</i>
<b>Conclusion/ Application (10pts)</b>	None or inappropriate conclusion	Conclusion presented but unclear or inaccurate	Logical conclusion well supported by data	Conclusion well supported with strong conceptual links and novel application
<b>Poster presentation (10pts)</b>	Poorly designed and constructed	Some design but not easy to follow	Well designed, easy to follow.	Excellent design, attractive, good flow well organized

Please work in pairs. Your scores should be arrived at through consensus with your partner. Try your utmost to speak to all contestants (not just the winners). Your feedback is the most valuable part of attending a science fair for the students. Thank you for your time and expertise.

Some examples of questions;

- How did you come up with the idea for your project?
- How did you figure out how to conduct the study (i.e., experimental design)
- What were your main challenges?
- Explain more about what you did (methods)
- Was your hypothesis supported or refuted? (Too many students think that the aim of science is to prove their hypothesis right!)
- What new questions do you have as a result of your work?
- How could you try to answer these new questions?
- What new things did you learn about doing science/engineering?
- What would you do differently if you could do your project again?

This year I have encouraged teachers to also submit projects that might not fall under a strictly experimental paradigm e.g., comparative/historical studies, meta analyses. Should you judge such work a please give it the same consideration and apply the same criteria as a traditional project.