SARSEF SCIENCE
Judging Guidelines for Gr.1-2

The following evaluation criteria will be used for judging at SARSEF. This may assist you in evaluating each of these categories, however, the points are provided as guidelines only. Each section includes key items to consider.

I. Research Question (15 pts.)

___ question is something that this child or group of children genuinely might want to know
___ gives a reason for why this child wants to do the project
___ is authentic to this age level
___ question is asked clearly and is something that might be possible for a child to answer at this level
___ question is narrowed down in scope, specific (can include other parts but not too many)

II. Design and Methodology (25 pts.)

___ evidence that the child thought of what needs to happen in order, numbered step by step plan ("1., 2., 3….")
___ plan for collecting data – i.e. place to record time or number observed, or illustrations
___ appropriate # of subjects i.e. plans to watch more than one girl and boy race, measure several ages' reactions
___ plans adequate # of trials i.e. rolls different balls several times, watches birds in trees for several days
___ cares about safety of others, nature, self

III. Execution: Data Collection, Analysis and Interpretation (25 pts.)

___ followed the plan without too much variation i.e. does not switch ways of doing things each time
___ evidence of counting up to 100, basic math such as adding to find totals and subtracting to find differences
___ compares using words like "Greater than" and "Less than" or "More" and "Fewer" or "Larger" and "Smaller"
___ evidence that each child had their "hands-on" most parts of the project, were actively present, involved
___ says what the answer to their question was, forms conclusion (more points if based on their collected data)
___ recognizes the meaning of what was found - mentions why they did the project in the first place
___ when asked, can say what they **wish** they could do next time or if there were no limits (i.e. money, time)

IV. Creativity (20 pts.)

A creative project demonstrates imagination and inventiveness. Such projects are ones that the student personally cares about, have not been frequently listed in Science Fair idea books or web.

___ project demonstrates particular creativity in one or more Criteria I, II, III or V
___ idea appears novel - at least to this child
___ idea appears to be what student genuinely cares about as evidenced by reason given for doing project
___ there is passion about the project: reason, discussion of the plan, or end results

V. Poster Board (15 pts.)

___ evidence the child experienced a science-related concept or skill
___ evidence that a child did some parts of this project on their own or was actively engaged in all parts
___ evidence of the basic scientific process (question, test, results, conclusion)
___ colorful, creative and logical organization of display (handwritten is fine, expected)
___ student-made illustration of some part of the process, graphs can be made out of Legos, M&M's, etc.

SARSEF ENGINEERING
Judging Guidelines Gr. 1-2

The following evaluation criteria will be used for judging at SARSEF. This may assist you in evaluating each of these categories, however, the points are provided as guidelines only. Each section includes key items to consider.

I. Research Question (15 pts.)
___ problem is something that this child or group of children genuinely might want to solve
___ gives a reason for why this child wants to solve this problem
___ problem is authentic to this age level
___ problem is actually something that might be possible for a child at this level to solve with assistance
___ problem is narrowed down in scope, specific (can include other parts but not too many)

II. Design and Methodology (25 pts.)
___ identifies a possible solution after observing/studying the problem
___ comes up with an idea (drawing or notes about their plan)
___ develops a prototype/model that is different from what exists already
___ evidence that the child thought of what needs to happen in order, numbered step by step plan ("1., 2., 3….")
___ plans at least one model variation, retrial
___ plan for collecting data – i.e. place to record times or numbers observed, or illustrated changes to prototype
___ appropriate # of subjects i.e. plans to measure how angle of ramps changes distance of several different balls
___ plans adequate # of trials i.e. tries different angle of ramp, each several times, with several trials for each ball

III. Execution: Construction and Testing (25 pts.)
___ prototype/model follows plan each time without too much variation, tried to "stick to the plan"
___ evidence that each child had their "hands-on" most parts of the project, observes safety checks
___ evidence of counting up to 100, basic math such as adding to find totals and subtracting to find differences
___ compares using words like "Greater than" and "Less than" or "More" and "Fewer" or "Larger" and "Smaller"
___ shows changes to prototype made, based on results
___ says what the best solution to their problem was (more points for if based on their collected data)
___ recognizes the meaning of what was found - mentions why they did the project in the first place
___ when asked, can say what they **wish** they could do next time, what hope to find/do some day

IV. Creativity (20 pts.)
A creative project demonstrates imagination and inventiveness. Such projects are ones that the student personally cares about, have not been frequently listed in Science Fair idea books or web.
___ project demonstrates particular creativity in one or more Criteria I, II, III or V
___ idea appears novel - at least to this child
___ idea appears to be what student genuinely cares about as evidenced by reason given for doing project
___ there is passion about the project: reason, discussion of the plan, or end results

V. Poster Board (**15 pts.)**
___ evidence the child experienced a science-related concept or skill
___ evidence that a child did some parts of this project on their own or was actively engaged in all parts
___ evidence of the basic scientific process (question, test, results, conclusion)
___ colorful, creative and logical organization of display (handwritten is fine, expected)
___ student-made illustration of some part of the process, graphs can be made out of Legos, M&M's, etc.