Science Fair Project is due on February 07, 2022, at 11:59 pm

Science projects must be experimental (Demonstration projects are allowed).

Science fair grade categories

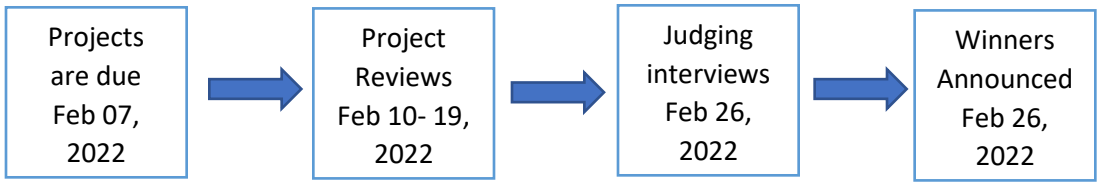
K – 2nd grade

3rd – 5th grade

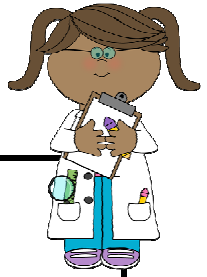
6th – 8th grade

9th – 12th grade

Students may submit a PowerPoint, pictures, or a video (5 – minute time limit) of their project observations. Journal and/or results for the judges to review. Each student will be scheduled for a judging time on February 26, 2022. The following flow of events will happen from February 07 – February 26, 2022.



Elementary Science Fair Rubrics



Areas of Scoring	1	2	3	4
Question & Hypothesis	There is no question and/or hypothesis.	There is a question and/or hypothesis but they are unclear.	A question and hypothesis are both present and written clearly.	There is a clear written question and well thought out hypothesis.
Experiment & Procedures	A description of the experiment and procedures were not present.	There is a description of the experiment but it is unclear and only some steps are present.	There is a description of the experiment and steps of the procedure were present.	The experiment is directly tied to the question and step by step procedures were present with pictures and/or illustrations.
Analysis & Conclusion	No data or conclusion from the experiment is present. (Example: tables, graphs, notes, statement, etc.)	There is a conclusion but it is unclear and does not have data to support it.	There is a clear stated conclusion with some data to support it.	There is a clear stated conclusion that has tables, charts, notes and/ or pictures to support it.
Trifold Presentation	There is no trifold to present the project.	A trifold is present but is incomplete and missing important information.	A trifold is present and contains all important information related to the project.	A trifold including all the steps with pictures and/or illustrations is present and is eye catching and easy to read.

Name_____ Score:_____

6th - 12th grade Science Fair Rubric				
CRITERIA	**4**	**3**	**2**	**1**
Knowledge of Scientific Method	• Student can explain all parts of science project and justify conclusion with clarity.	• Student can explain several parts of science project and justify conclusion.	• Student can explain some parts of science project with only vague understanding of conclusion.	• Student cannot explain science project and expresses no understanding of its conclusion.
Data	• Data was collected several times and provides complete, accurate, and relevant information based firmly on careful research. • The data is well presented and clearly explained.	• Data was collected a few times and provides partially complete, accurate, and relevant information based careful research • The data is well presented and explained.	• Data was collected more than one time but some may be incorrect or irrelevant. • Some data is presented but not clearly explained.	• Data was collected only once and information is inaccurate and irrelevant. • The data is poorly presented and poorly explained.
Scientific Thought	• Clearly followed the scientific method in order to perform the experiment. • The problem and hypothesis indicate scientific thinking. • All variables are identified and controlled.	• Attempted to follow the scientific method. • The problem and hypothesis indicate some scientific thinking. • Most variables are identified and controlled.	• Minimal use of scientific method. • The problem and hypothesis lack scientific thinking. • Some variables are identified and controlled.	• Did not follow the scientific method. • The problem and hypothesis have a predictable outcome. • Most variables are not identified.
Written Presentation /Lab Report	• Displays a high level of understanding of the scientific topic/concept within experiment. • Scientific projections from the experiment can be made.	• Displays a moderate level of subject knowledge from research and the process of completing the experiment. • Scientific projections from the experiment can be made.	• Displays a fair level of subject knowledge from research and the process of completing the experiment. • Scientific projections from the experiment can be made.	• Displays a low level of subject knowledge from research and the process of completing the experiment. • No scientific projections from the experiment can be made.
Oral Presentation	• Speaking voice is strong, clear, and easily understood. • Speaker conveys confidence in talking about experiment. • Excellent eye contact with audience.	• Speaking voice is easily understood. • Speaker is able to convey information about experiment. • Good eye contact with audience.	• Speech is halting and hard to understand. • Speaker appears unsure of material presented. • Limited or sporadic eye contact with audience.	• Student speaks unclearly and/or reads directly off board. • Speaker does not make eye contact with audience.
Exhibit/ Display	• Board is neat, attractive and creative. • Graphs and charts are properly labeled. • Spelling and grammar are correct.	• Board is neat and attractive. • Graphs and charts are mostly labeled. • Spelling and grammar are mostly correct.	• Board is neat. • Graphs and charts have been attempted. • Spelling and grammar are somewhat correct.	• Board is poorly done with no evidence of effort. • No scientific projections made. • Results written directly on board • Graphs and charts missing.

The Do's and Don'ts of Judging Interviews

Here are some tips for doing just that:

- Make sure your display board conveys information efficiently. Depending on how the fair is set up, and on judges' individual schedules, judges might or might not have had time to preview the displays. Regardless, the point of the board is to convey as much information as quickly as possible. A well-put-together display board is an advantage, allowing you to get the basic description of your science project across quickly so that the judges can focus on asking you questions to evaluate what you did and how much you know.
- Get started immediately. Introduce yourself and ask the judge whether he or she would like you to start describing your work. If he or she says yes, provide a good overview of your project, but be prepared to stop and answer questions at any time.
- Don't ignore a question. If you're in the middle of a speech and a judge asks you a question, immediately switch to trying to answer it. Interviews are time-limited, and the judge is trying to ascertain, within those time constraints, whether you meet all seven of the judging criteria.
- Practice what you have to say about your science project. It is very important to relay information confidently and succinctly but remember that a judge wants more than just a canned speech. If a judge asks you a question, he or she wants you to abandon your prepared speech and have an intelligent discussion. If you get too flustered when you're forced to deviate from your practiced project explanation, the judges will wonder if you truly understand what you're saying or if you're just repeating someone else's explanations. So, practice an explanation of your science project, and practice being interrupted to answer questions.
- Practice your tone. Every interview should have a professional but conversational tone.
- Don't let silence reign. If a judge appears to be out of questions, then you should keep the conversation going and create opportunities to convey how much you know about your science project. Some things you can do include pointing out and explaining surprising data points, talking about what you'd do next with your data, discussing the wider implications of your research.
- Talk about the process and not just the product. For a judge to evaluate your thought process and logic, it is important for him or her to understand not only your results but also how you got there. Describe how and why you arrived at that experimental setup or product design. If preliminary data encouraged you to re-design your science project, explain how that evolved.