

2021

BC/YUKON
VIRTUAL

SCIENCE FAIR

Judging Tally Sheet: Worksheet

Submission Instructions: This worksheet is designed to help you keep track of your thoughts on each project as you complete your judging assignments. Your final scores for each project must be submitted online, through the [Judging Tally Sheet & Student Feedback Submission Form](#). Please note that you will be required to submit a separate Judging Tally Sheet & Student Feedback Submission Form for each project in each round of judging.

Project Name: _____

Student Name(s): _____

Worksheet Instructions: Please complete sections 1, 2 and 3 for all projects, scoring each item using the scale below. For Section 1, choose only one project type: 1A, 1B or 1C. If you are having difficulty choosing a project type, please contact the BC/Yukon Virtual Science Fair Committee at judging@sciencefairs.ca before you begin.

Scale: 0 = Not Present; 1 = Poor; 2 = Weak; 3 = Satisfactory; 4 = Good; 5 = Excellent

1. SCIENTIFIC METHOD		
1A. EXPERIMENTAL PROJECT: An investigation undertaken to test a scientific hypothesis using experimentation, usually featuring the identification and control of variables.		
PROBLEM / HYPOTHESIS		
1	Existing knowledge and background research were integrated into the formation of the problem/hypothesis.	0 1 2 3 4 5
2	The hypothesis related to the problem, was clearly stated, and provided direction for the project.	0 1 2 3 4 5
METHOD		
3	The experimental design was clearly described and appropriate for solving the problem.	0 1 2 3 4 5
4	Controlled, manipulated, and responding variables were identified and understood.	0 1 2 3 4 5
5	Repetitions of tests and/or appropriate sample size were used to achieve reliable results.	0 1 2 3 4 5
6	The student explained/recorded progress of the project, including procedures, results, and original data.	0 1 2 3 4 5
ANALYSIS / CONCLUSIONS		
7	Appropriate methods were used to present data (e.g., graphs, charts).	0 1 2 3 4 5
8	Appropriate methods were used to analyze data (e.g., statistics).	0 1 2 3 4 5
9	The student demonstrated critical thinking and understanding, including identifying sources of error and experimental limitations (e.g., the effect of variables that could not be controlled).	0 1 2 3 4 5
10	Conclusions were related to the problem/hypothesis and were supported by the data presented.	0 1 2 3 4 5
SUBTOTAL		/ 50

1B. INNOVATION PROJECT – the development and evaluation of innovative devices, models, or techniques in technology, engineering or computers.						
PROBLEM / HYPOTHESIS						
1	Existing knowledge and background research were integrated into the formation of the problem/objective.	0	1	2	3	4 5
2	A problem was clearly identified and provided direction for the project.	0	1	2	3	4 5
METHOD						
3	The suitability and limitations of the chosen materials/methods were understood.	0	1	2	3	4 5
4	The project design was efficient, effective, and addressed the problem/objective.	0	1	2	3	4 5
5	The project design was appropriately tested.	0	1	2	3	4 5
6	The student explained/recorded progress of the project, including procedures, results, and modifications.	0	1	2	3	4 5
ANALYSIS / CONCLUSIONS						
7	A connection was established between the problem/objective and results.	0	1	2	3	4 5
8	Testing was used to modify the project design and correct shortcomings as the project proceeded.	0	1	2	3	4 5
9	The student understood how well the problem was solved.	0	1	2	3	4 5
10	The student identified options for future project design testing and improvement.	0	1	2	3	4 5
SUBTOTAL						/ 50

1C. STUDY PROJECT: the collection and analysis of data to reveal evidence of a fact or situation of scientific interest, possibly including surveys, the study of cause-and-effect relationships, or theoretical investigations of previously published scientific data.						
PROBLEM / HYPOTHESIS						
1	Existing knowledge and background research were integrated into the formation of the problem/objective.	0	1	2	3	4 5
2	The objective was clearly stated and provided direction and appropriate scope for the project.	0	1	2	3	4 5
METHOD						
3	The information acquired showed depth and variety.	0	1	2	3	4 5
4	The data gathered were reliable and appropriate (multiple independent sources were used and verified).	0	1	2	3	4 5
5	The research data were comprehensive and well-organized.	0	1	2	3	4 5
6	The student explained/recorded progress of the project, including research notes, resources, and discussions.	0	1	2	3	4 5
ANALYSIS / CONCLUSIONS						
7	Key scientific concepts, including alternate viewpoints, of the research topic were identified and explored.	0	1	2	3	4 5
8	Information and data from different sources were well synthesized.	0	1	2	3	4 5
9	Critical analysis/interpretation of research material was presented (e.g., comparison of sources, surveys, and statistics).	0	1	2	3	4 5
10	Logical conclusions based on the research were reached.	0	1	2	3	4 5
SUBTOTAL						/ 50

2. CREATIVITY AND INSIGHT

1	The problem was approached with originality.	0	1	2	3	4	5
2	Independent motivation, design and thinking were demonstrated.	0	1	2	3	4	5
3	Resourceful use of equipment and/or materials was shown.	0	1	2	3	4	5
4	Improvements that can be made to the project were indicated.	0	1	2	3	4	5
5	Practical applications and future research for the project were identified.	0	1	2	3	4	5
SUBTOTAL							/ 25

3. COMMUNICATION

ORAL PRESENTATION

In Round 1 Judging, this section pertains primarily to the participant's video presentation;
in Round 2 Judging, this section pertains primarily to the participant's interview.

1	The oral presentation was clear, logical and concise.	0	1	2	3	4	5
2	The oral presentation and/or answers to questions signified a depth of understanding.	0	1	2	3	4	5

REPORT

3	The report was well-organized, readable, and thorough.	0	1	2	3	4	5
4	All other required information was present, including credits and citations.	0	1	2	3	4	5

VISUALS & SUPPLEMENTARY MATERIALS

5	Visuals and supplementary materials were appropriate and effectively presented.	0	1	2	3	4	5
SUBTOTAL							/ 25

TOTAL / 100

NOTES

Judge Name: _____