

CONSEF JUDGING SCORING SHEET DESIGN PROJECT

OVERALL IMPRESSION OF THE PROJECT

Design Approach: Overall

(0) (1) (2) (3) (4) (5) (6) (7) (8)

6-8: The problem was well-defined and solved using scientific principles. Appropriate method was used effectively.

3-5: The problem was adequately defined and/or and solved using scientific principles, but not all.

0-2: There was a little to no evidence of a scientific approach. Experimentation was not performed, i.e., was a demonstration or exhibit.

Knowledge Gained

(0) (1) (2) (3) (4) (5) (6) (7) (8) (9)

8-10: Student understands the topic, shows mastery of design process, and answers all questions correctly.

5-7: Student exhibits a lesser understanding of the design process and demonstrates a lesser acquired design skills.

2-4: Student demonstrates minimal understanding of the design process or application of design skills.

0-1: Student demonstrates no understanding of the sdesign process and/or application of design skills.

Design Approach

Performance Criteria

(0) (1) (2) (3) (4) (5) (6) (7) (8) (9)

8-10: Clear performance criteria have been developed to address the features of the product, algorithm, proof, model, etc.

6-8 : Performance criteria are present but are not fully developed.

3-5: Performance criteria are present but insufficient.

0-2: Performance criteria are poorly developed or absent.

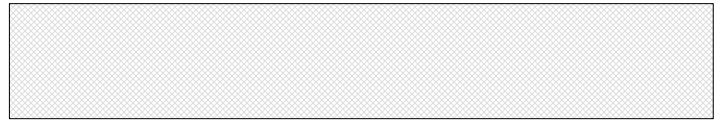
Constructing and Testing the Prototype

(0) (1) (2) (3) (4) (5) (6) (7) (8)

6-8: Has constructed and tested a prototype of their best design. This may involve targeted users and/or analysis of data sets. (This may or may not include traditional data).

3-5: The construction was not precise OR testing was not thorough.

0-2: Construction and testing were inadequate.



{ P r o

(0) (0) (0) (0)

(1) (1) (1) (1)

(2) (2) (2) (2)

(3) (3) (3) (3)

(4) (4) (4) (4)

(5) (5) (5) (5)

(6) (6) (6) (6)

(7) (7) (7) (7)

(8) (8) (8) (8)

(9) (9) (9) (9)

Type

(A)

(B)

(C)

{ProjectCategory}
{Division}

{JudgeName}

Title: {ProjectTitle}

Student: {Student1FullName}

School: {School}

Judge: {JudgeName}

Validity of

Evaluation/Conclusion

(0) (1) (2) (3) (4) (5)

4-5: The conclusion accurately reports the successes and failures of the preliminary design, what changes were made, and how the redesign more closely met the performance criteria.

2-3: The conclusion was not thorough in addressing successes, failures OR how the redesign met the performance criteria.

0-1: No conclusion or no valid conclusion was present.

Originality

(0) (1) (2) (3) (4) (5) (6) (7) (8) (9)

8-10: Topic is original and method is highly creative.

5-7: Some creativity and originality demonstrated.

2-4: Little creativity and originality demonstrated.

0-1: No originality and/or creativity demonstrated

ORAL PRESENTATION

Presentation Quality

0 1 2 3 4 5 6 7 8 9

8-10: Presentation is clear and easy to follow. Information is relevant. Student exhibits a thorough understanding of their topic area.

5-7: Information given is adequate, but presentation is difficult to follow.

2-4: Student exhibits minimal understanding of the topic area, but information jumbled, irrelevant and presentation is unclear.

0-1: Student does not exhibit a thorough understanding of their topic area.

Dynamics

0 1 2 3 4 5 6 7 8 9

8-10: Speaker speaks fluently with good pacing and eye contact. Information is presented in a polite and dynamic manner. There is no reliance on note cards or the board.

5-7: Speaker speaks fluently with good pacing and eye contact. Information is presented in a polite and dynamic manner. There is little reliance on note cards or the board.

2-4: Student was polite and interested in their project. Moderate eye contact and relied heavily on note cards.

0-1: No eye contact; read from note cards. Did not seem interested.

WRITTEN REPORT

Order

0 1 2 3 4 5

4-5: Report is neat and in logical order (title, content, acknowledgements, problem, hypothesis, review of literature, materials, procedure, results, conclusion, reference list).

2-3: Is neat or properly ordered, but not both.

0-1: Is neither neat nor properly ordered.

Spelling /Grammar

0 1 2 3

3: No spelling or grammatical errors are present

1-2: Some spelling or grammatical errors are present

0: Some spelling or grammatical errors are present

Review of Literature/Reference List

0 1 2 3 4 5

4-5: Quality, quantity, and sources are sufficient for topic.

2-3: Background information is inadequate.

0-1: Information is not relevant to the experiment.

DISPLAY

Information

0 1 2 3 4 5 6 7

5-7: The display gives complete explanation and includes graphics, charts and pictures.

2-4: Adequate information is present, but not thorough.

0-1: Missing pertinent information.

Technical Requirements

0 1 2 3 4

3-4: All of the major safety hazards and precautions taken have been identified and any endorsement sheets (if applicable) ensures the safe use of organisms such as human or non-human vertebrates or microorganisms.

1-2: Safety sheet is present, but not all major hazards have been identified, precautions taken are missing, and any endorsement sheets (if applicable) do not completely describe the use of human or non-human vertebrates or microorganisms or ensures the safe use of such organisms.

0: Safety sheet is not present or endorsement sheets (if applicable) are missing.

Artistic Qualities

0 1 2 3 4 5

4-5: Backboard is neat, organized, and creative/original with no spelling errors.

2-3: Display board is neat but not well organized. Spelling errors are present.

0-1: Display board was carelessly prepared and sloppy.

Thank you.

Please check if there are any missing items that have not been scored.

MARKING INSTRUCTIONS

- Use a No. 2 pencil only.
- Do not use ink, ballpoint, or felt tip pens.
- Make solid marks that fill the response completely.
- Erase cleanly any marks you wish to change.
- Make no stray marks on this form.

CORRECT: ●

INCORRECT: ☒ ☓ ○

CONSEF JUDGING SCORING SHEET EXPERIMENTAL PROJECT

OVERALL IMPRESSION OF THE PROJECT

Science Approach

0 1 2 3 4 5 6 7 8

6-8: The problem was well-defined and solved using scientific principles. Appropriate method was used effectively.

3-5: The problem was adequately defined and/or and solved using scientific principles, but not all.

0-2: There was little to no evidence of a scientific approach. Experimentation was not performed, i.e., was a demonstration or exhibit.

Knowledge Gained

0 1 2 3 4 5 6 7 8 9

8-10: Student understands the topic, shows mastery of scientific skills, and answers all questions correctly.

5-7: Student exhibits a lesser understanding of the scientific methods and demonstrates lesser acquired scientific skills.

2-4: Student demonstrates minimal understanding of the scientific methods or application of scientific skills.

0-1: Student demonstrates no understanding of the scientific methods and/or application of scientific skills.

Experimental Approach

0 1 2 3 4 5 6 7 8 9

8-10: The dependent and independent variables have been thoroughly defined and significant variables have been controlled. A control group was utilized.

5-7: The dependent and independent variables have not been thoroughly defined. Not all significant variables have been controlled. An attempt for control group was present.

2-4: The dependent or independent variables have not been defined. Few significant variables have been controlled or no control group was present.

0-1: The dependent and/or independent variables have not been defined. No significant variables have been controlled and/or no control group was present.

Reliability of Data

0 1 2 3 4 5 6 7 8

6-8: Data is numerical and metric. Data is reliable through repeated trials.

3-5: Data is not numerical and metric and/or data collected is marginal.

0-2: Little to no data collected.

{	P	r	o
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

Type
A
B
C

{ProjectCategory}

{Division}

{JudgeName}

Title: {ProjectTitle}

Student: {Student1FullName}

School: {School}

Judge: {JudgeName}

Validity of Conclusion

0 1 2 3 4 5

4-5: Conclusion is consistent with the data provided.

2-3: Conclusion is present but not supported by the data.

0-1: No conclusion or no valid conclusion was present.

Originality

0 1 2 3 4 5 6 7 8 9

8-10: Topic is original and method is highly creative.

5-7: Some creativity and originality demonstrated.

2-4: Little creativity and originality demonstrated.

0-1: No originality and/or creativity demonstrated

CONTINUE →

ORAL PRESENTATION

Presentation Quality

8-10: Presentation is clear and easy to follow. Information is relevant. Student exhibits a thorough understanding of their topic area.

5-7: Information given is adequate, but presentation is difficult to follow.

2-4: Student exhibits minimal understanding of the topic area, but information is jumbled and irrelevant; presentation is unclear.

0-1: Student does not exhibit a thorough understanding of their topic area.

Dynamics

8-10: Speaker speaks fluently with good pacing and eye contact. Information is presented in a polite and dynamic manner. There is no reliance on note cards or the board.

5-7: Speaker speaks fluently with good pacing and eye contact. Information is presented in a polite and dynamic manner. There is little reliance on note cards or the board.

2-4: Student was polite and interested in their project. Moderate eye contact and relied heavily on note cards.

0-1: No eye contact; read from note cards. Did not seem interested.

WRITTEN REPORT

Order

4-5: Report is neat and in logical order (title, content, acknowledgements, problem, hypothesis, review of literature, materials, procedure, results, conclusion, reference list).

2-3: Is neat or properly ordered, but not both.

0-1: Is neither neat nor properly ordered.

Spelling /Grammar

3: No spelling or grammatical errors are present

1-2: Some spelling or grammatical errors are present

0: Some spelling or grammatical errors are present

Review of Literature/Reference List

4-5: Quality, quantity, and sources are sufficient for topic.

2-3 : Background information is inadequate.

0-1: Information is not relevant to the experiment.

DISPLAY

Information

5-7: The display gives complete explanation and includes graphics, charts, and pictures.

2-4: Adequate information is present but not thorough.

0-1: Missing pertinent information.

Technical Requirements

3-4: All of the major safety hazards and precautions taken have been identified, and any endorsement sheets (if applicable) ensures the safe use of organisms such as human or non-human vertebrates or microorganisms.

1-2: Safety sheet is present, but not all major hazards have been identified, precautions taken are missing, and any endorsement sheets (if applicable) do not completely describe the use of human or non-human vertebrates or microorganisms or ensures the safe use of such organisms.

0: Safety sheet is not present or endorsement sheets (if applicable) are missing.

Artistic Qualities

4-5: Backboard is neat, organized, and creative/original with no spelling errors.

2-3: Display board is neat, but not well organized. Spelling errors are present.

0-1: Display board was carelessly prepared and sloppy.

Thank you.

Please check if there are any missing items that have not been scored.

MARKING INSTRUCTIONS

- Use a No. 2 pencil only.
- Do not use ink, ballpoint, or felt tip pens.
- Make solid marks that fill the response completely.
- Erase cleanly any marks you wish to change.
- Make no stray marks on this form.

CORRECT: ●

INCORRECT: 

RESEARCH REVIEW PROJECT

OVERALL IMPRESSION OF THE PROJECT

Review Approach: (max- 8 pts)

6-8: Clearly identifies and discusses research focus/purpose of research. Hypotheses/propositions are clearly articulated.

3-5: Limited discussion of research focus/purpose of research. Hypotheses/propositions are described but not as well articulated.

0:2: Little or no discussion of research focus/purpose of research. Hypotheses/propositions are poorly articulated or are absent altogether.

Knowledge Gained: (max- 10 pts)

8-10: Student understands the topic, shows mastery of skills, and demonstrates acquired skills.

5-7: Student somewhat understands the topic, shows some mastery of skills, and demonstrates acquired skills to a lesser extent.

2-4: Student demonstrates minimal understanding of the topic and shows minimal mastery of skills.

0-1: Student demonstrates no understanding of the topic and shows no mastery of skills.

Research Methods: (max- 10 pts)

8-10: Provides accurate, thorough description of how the data was collected, what data sources were analyzed, plan of analysis or measurement instrument, research context.

5-7: Provides limited description of how the data was collected, what data sources were analyzed, plan of analysis or measurement instrument, research context.

2-4: Description of how the data was collected, what data sources were analyzed, plan of analysis or measurement instrument, research context is somewhat confusing/not clearly articulated.

0-1: Description of how the data was collected, what data sources were analyzed, plan of analysis or measurement instrument, research context is very confusing/not articulated sufficiently.

Results: (max-8 pts)

6-8: Results are clearly explained in a comprehensive level of detail and are well-organized. Tables/figures clearly and concisely convey the data.

3-5: Results are explained but not clearly, level of detail is not as sufficient, and there are some organizational issues. Tables/figures are not clear/concise in conveying the data.

0-2: Results are not clearly explained, level of detail is severely insufficient, and there are serious organizational issues. Tables/figures are not clear/concise in conveying the data.

Conclusion: (max-5 pts)

4-5: Interpretations/analysis of results are thoughtful and insightful, clearly informed by the study's results, and thoroughly address how they supported, disapproved, and/or informed the hypotheses/propositions.

2-3: Interpretations/analysis of results are sufficient but somewhat lacking in thoughtfulness and insight, are not as clearly informed by the study's results, and do not as thoroughly address how they supported, refuted, and/or informed the hypotheses/proposition.

0-1: Interpretations/analysis of results severely lacking in thoughtfulness and insight, are not informed by the study's results, and do not address how they supported, refuted, and/or informed the hypotheses/propositions.

Resources: (max-10 pts)

8-10: Information is gathered from at least 5 current peer reviewed journal articles.

5-7: Information is gathered from 4 current peer reviewed journal articles.

2-4: Information is gathered from 3 current peer reviewed journal articles.

0-1: Information is gathered from 2 or fewer current peer reviewed journal articles.

DISPLAY

Information: (max-7 pts)

5-7: The display gives complete explanation and includes graphics, charts, and pictures.

2-4: Adequate information is present but not thorough.

0-1: Missing pertinent information.

Technical Requirements: (max-4 pts)

3-4: All of the references are posted; all references are current/up-to-date and include critical citations.

1-2: Some of the references are posted; references are mostly current.

0: No reference sheet is posted and/or references are out of date.

Artistic Qualities: (max-5 pts)

4-5: Backboard is neat, organized, and creative/original with no spelling errors.

2-3: Display board is neat, but not well organized. Spelling errors are present.

0-1: Display board was carelessly prepared and sloppy.

ORAL PRESENTATION

Presentation Quality: (max-10 pts)

8-10: Presentation is clear and easy to follow. Information is relevant. Student exhibits a thorough understanding of the topic area.

5-7: Information given is adequate, but presentation is difficult to follow.

2-4: Student exhibits minimal understanding of the topic area, and information is jumbled and irrelevant; presentation is unclear.

0-1: Student does not exhibit a thorough understanding of their topic area.

Dynamics: (max-10 pts)

8-10: Speaks fluently with good pacing and eye contact. Information is presented in a polite and dynamic manner. There is no reliance on note cards or the board.

5-7: Speaks fluently with good pacing and eye contact. Information is presented in a polite and dynamic manner. There is little reliance on note cards or the board.

2-4: Student was polite and interested in their project. Moderate eye contact and relied heavily on note cards.

0-1: Did not seem interested. Little to no eye contact; read from note cards.

WRITTEN REPORT

Order: (max-5 pts)

4-5: Report is neat and in logical order (title, content, acknowledgements, problem, hypothesis, review of literature, materials, procedure, results, conclusion, reference list).

2-3: Report is neat or properly ordered, but not both.

0-1: Report is neither neat nor properly ordered.

Spelling/Grammar: max-3 pts)

3: No spelling or grammatical errors are present

1-2: Some spelling or grammatical errors are present

0: Numerous spelling or grammatical errors are present

Review of Literature/Reference List: (max-5 pts)

4-5: Cites all data obtained from other sources. APA citation style is accurately used in both text and bibliography. Sources are all scholarly and clearly relate to the research focus.

2-3: Cites some data obtained from other sources. Citation style is either inconsistent or incorrect. Sources are primarily scholarly and relate to the research focus.

0-1: Cites a few data obtained from other sources. Citation style is either inconsistent or incorrect. Sources are disproportionately non-scholarly and do not clearly relate to the research focus.