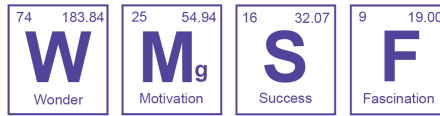


# Project Judging Summary Form



Project Name: \_\_\_\_\_

Project Number: \_\_\_\_\_

## Western Manitoba Science Fair

Part A: Scientific Thought		Judge's Notes:
Level (1-4)	Rating (H, M, L)	
Part B: Originality & Creativity		
Level (1-4)	Rating (H, M, L)	
Part C: Communication		
Level (1-4)	Rating (H, M, L)	
Part D: Mentorship		
Level (1-4)		
<b>Feedback Notes</b> - record your feedback notes for the project here. You can use these notes to record your full feedback on the Feedback Form, which will be sent to the student after the fair. This page does not go to the student.		
Strengths		
Recommendations		
Judge's Name (Please Print)		Judge's Signature

Feedback for the Finalist(s) - It is **VERY** important to leave adequate and constructive feedback on the Feedback form for **EVERY** project. A copy of the Feedback form will be sent to each student.

**PART A: SCIENTIFIC THOUGHT - First choose which ONE of the following two categories the project falls under, then work down that column to determine the level:**

<b>Discovery</b>	<b>Innovation</b>
The project seeks to add to human knowledge by carrying out original research, or by synthesizing and analyzing data from a variety of sources.	The project seeks to solve a practical problem by developing and evaluating a new device, studying a model of a real-world system, or devising a new technique or method to address shortcomings of existing techniques or methods.
LEVEL 1	LEVEL 1
Replicate a known experiment to confirm previous findings, or collate data from a variety of existing sources without further analysis. Statements about the significance of the work may be exaggerated and show little awareness of context. For projects incorporating Indigenous Traditional Knowledge, the project has little importance to the land and community.	Build a model or device to duplicate existing technology or to demonstrate a well-known theory or social/behavioural intervention. For projects incorporating Indigenous Traditional Knowledge, the project has little importance to the land and community.
LEVEL 2	LEVEL 2
Extend a known experiment with modest improvements to the procedures, data gathering and possible applications, or synthesize data from a variety of sources to confirm existing conclusions. Statements about the significance of the work are somewhat supported by the information presented and show a little awareness of context. For projects incorporating Indigenous Traditional Knowledge, the project may have importance to the land and community and is somewhat holistic in its approach.	Improve or demonstrate new applications for existing technological systems, social or behavioural interventions, existing theories or equipment, and justify them. For projects incorporating Indigenous Traditional Knowledge, the project may have importance to the land and community and is somewhat holistic in its approach.
LEVEL 3	LEVEL 3
Devise and carry out an original experiment. Identify the significant variables and attempt to control them, or synthesize data from a variety of sources to strengthen or extend existing conclusions. Analyse the results using appropriate arithmetic, graphical or statistical methods. Statements about the significance of the work are mostly supported by the information presented and show awareness of context. For projects incorporating Indigenous Traditional Knowledge, the project has demonstrable importance to the land and community and takes a holistic approach to knowledge creation.	Design and build innovative technology; or provide adaptations to existing technology or to social or behavioural interventions; or extend or create new theory. Human benefit, advancement of knowledge, and/or economic applications should be evident. For projects incorporating Indigenous Traditional Knowledge, the project has demonstrable importance to the land and community and takes a holistic approach to knowledge creation.
LEVEL 4	LEVEL 4
Devise and carry out original experimental research in which most significant variables are identified and controlled, or synthesize data from a variety of significant sources to develop new insight and draw new conclusions. The data analysis is thorough and complete. Conclusions are clearly described/presented and connected back to the data that justifies them.	Integrate several technologies, inventions, social/behavioural interventions, or design and construct an innovative application, or propose a new theory that will have human and/or commercial benefit. Performance of the prototype, method or theory is evaluated completely and realistically. Honest comparisons are made to alternative or previous solutions where possible.

**PART B: ORIGINALITY & CREATIVITY**

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
The project design is simple with little evidence of student imagination. It can be found in books or magazines.	The project design is simple with some evidence of student imagination. It uses common resources or equipment. The topic is a current or common one.	This imaginative project makes creative use of the available resources. It is well thought out, and some aspects are above average.	This highly original project demonstrates a novel approach. It shows resourcefulness and creativity in the design, use of equipment, construction and/or the analysis.

**PART C: COMMUNICATION**

The level is based on four elements: visual display, oral presentation, project report with background research, and logbook.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Most or all of the four elements are simple, unsubstantial or incomplete. There is little evidence of attention to effective communication. In a pair project, one member may have dominated the presentation.	Some of the four elements are simple, unsubstantial or incomplete, but there is evidence of student attention to communication. In a pair project, one member may have made a stronger contribution to the presentation.	All four elements are complete and demonstrate attention to detail and substance. The communication components are each well thought out and executed. In a pair project, both members made an equitable contribution to the presentation.	All four elements are complete and exceed reasonable expectations of a student at this age/grade. The visual display is logical and self-explanatory, and the exhibit is attractive and well-presented. The project report and logbook are informative, clearly written, and the bibliography extends beyond web-based articles. The oral presentation is clear, logical, and enthusiastic. In a group project, both members contributed equitably and effectively to the presentation.

**PART D: MENTORSHIP**

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
The project is mentored. The student has limited knowledge of the material presented in the project.	The project is mentored. The student has moderate knowledge of the material, but gaps in knowledge of the project exist.	The project is mentored. The student knows most of the material however minimal gaps in knowledge of the project exist.	The project is not mentored, or The project is mentored however the student is very knowledgeable in the subject, and can answer all questions about information presented in the project.