



Science Fair Project Judging Scorecard – Junior/Senior*

Student's Name:	Grade Level:				
Project Category:	Date:				
Project Title:	Project #:				
Judge's Name:	Final Score:				
	Superior	Above Average	Average	Below Average	No Evidence
Experimental Design Process (42 points)					
1. Presented a question that could be answered through experimentation.					
2. Accessed a minimum of three, age-appropriate sources for background research, addressing all key scientific concepts of the project.					
3. Developed a hypothesis based on the background reading and identified independent and dependent variables.					
4. Developed a good experimental procedure for testing the hypothesis, including use of control variables.					
5. Demonstrated ability to carry out the experimental procedure to an age – appropriate level of precision.					
6. Solved problems that arose with the experimental procedure. If necessary, redesigned the procedure and tried experiment(s) again.					
7. Investigated an original question or used an original approach or technique.					
Opportunities for Improvement:					

*This scorecard assumes students understand dependent, independent, and controlled variables.

	Superior	Above Average	Average	Below Average	No Evidence
Data Collection and Conclusions (40 points)					
8. Ran sufficient trials (at least three).					
9. Derived conclusions from appropriately organized and summarized data.					
10. Clearly related conclusions back to the hypothesis, key scientific concepts, and background research.					
11. Bonus points for an overall superior project.					
Opportunities for Improvement:					
Presentation and Interview (18 points)					
12. To what extent does the student's presentation/interview provide a thorough picture of the project (question, background information, hypothesis and variables, materials and procedures, data charts and graphs, results, conclusions)?					
13. To what extent does the student communicate effectively about the project? Does the student provide cogent responses to questions? Can the student defend the experimental design choices and conclusions that she/he made?					
14. Does the student's lab notebook provide ample evidence of how the student thought through the experimental process and collected data?					
Opportunities for Improvement:					
Total Score				<u> </u> /100	
General Comments/Notes:					

