SENIOR DIVISION

Science Fair Judging Form

Category: SENIOR _____

	Project Number	Project Title
Senior 1st Place		
Senior 1st Place (optional)		
Senior 2nd Place		
Senior 2nd Place (optional)		
Senior 3rd Place		
Senior 3rd Place (optional)		

Enrichment Award Recommendations

	Project Number	Project Title
Best Use of Inexpensive Materials		
Best Presentation		
Best Data Correlation		
Mike Moses Award for Best Teaching Aid		

Enrichment Awards

Best use of Inexpensive Materials.
The exhibitor has set up an exhibit in such a manner as to convey a scientific concept, investigation, or experiment using materials costing a minimum amount of money. Preferably, materials used would be of no expense to the exhibitor but would consist of items found around the house or yard and correlated in such a way as to show creativity, scientific knowledge, and awareness of the environment.

Best Teaching Aid.
The project can be used as a learning device to illustrate a scientific, technological, or mathematical concept on the sixth through twelfth grade level. Students can use it individually or in small groups

Best Presentation.
This award is judged on the success of the exhibitor to clearly and concisely convey, by both verbal and visual methods, the hypothesis, investigation, results and conclusions included in his exhibit. Among the elements judged will be speaking technique, visual attractiveness and coherence of display, continuity and completeness of ideas presented, and the ability to hold the attention and interest of the judge.

Best Correlation of Data.
This special award will be made in recognition of the student's skill in collecting scientific data and applying the data to verify a scientific theory or equation, or to support the conclusions made by the student because of his scientific investigation. The following aspects should be considered:

a. Data gathering technique:
(1) Precision
(2) Validity

b. Recognition by the student of limitations, which may affect the accuracy of the data:

(1) Simplifying assumptions implicit in the data gathering method and data reduction methods.

(2) Sources of error. The student should recognize possible sources of error and either make appropriate corrections or make allowances for them in the presentation of his data.

A precise and valid explanation of reasons for the deviation of data from expected results is a mark of sound scientific thought and will be given appropriate recognition.