

Section Being Evaluated				Mark
Section One: Communication - Display - <i>Do the backboard and other materials on display effectively communicate the story of the project?</i> Consider: <ul style="list-style-type: none"> • The effectiveness of the backboard design • The organizational, communication and technical skills shown • The quality of the images and text on the backboard and in the logbook and summary • The nature of supporting materials, models, background research 				/ 20
Section Two: Communication – Interview - <i>Does the student explain the project in a confident manner, demonstrating an understanding of the concepts involved?</i> Consider: <ul style="list-style-type: none"> • The student’s fluency, enthusiasm, and confidence • The ability to answer questions clearly and confidently • The ability of both partners to contribute to the interview • The evidence of accurate understanding of the concepts presented 				/ 20
Section Three: Originality and Creativity – <i>Does the project show evidence of original thinking, student-driven decision making, or a creative approach to the question or problem?</i> Consider: <ul style="list-style-type: none"> • Whether the idea, question, or approach goes beyond a standard or commonly seen project • Evidence that the student made meaningful choices in how the project was designed or explored • The extent to which the project reflects the student’s own thinking rather than a copied example • Creative use of available resources, materials, or methods 				/ 20
Section Four: Scientific Thought - Choose either Discovery, Innovation, or Study				
Discovery/Experiment				
Level 4 Original experimental research with appropriate control of variables or synthesis of data from multiple sources ; draws well-supported conclusions beyond simple confirmation, and acknowledges limitations or sources of uncertainty . Marks: 35-40	Level 3 Original experiment or study with important variables identified and reasonably controlled; data analyzed appropriately and conclusions mostly supported by evidence . Marks: 30-35	Level 2 Modest improvements to known experiments or basic data collection used to confirm existing conclusions ; limited analysis or weak connection between evidence and conclusions . Marks: 25-30	Level 1 Replicates a known experiment or collates information from existing sources with little analysis ; conclusions are unsupported , unclear, or overstated. Marks: 20-25	
Innovation/Design				
Level 4 Designs and tests an innovative solution, model, or prototype; performance is evaluated realistically , limitations are identified , and comparisons to existing solutions are thoughtful . Marks: 35-40	Level 3 Designs and builds a functional solution or prototype; testing shows it works as intended , though evaluation or comparison to alternatives is limited . Marks: 30-35	Level 3 Improves or adapts an existing solution or demonstrates a known design; testing is basic or incomplete and evaluation is minimal . Marks: 25-30	Level 1 Builds a model or device that duplicates existing technology or demonstrates a known idea with little or no testing or evaluation . Marks: 20-25	
Study				
Level 4 A well-defined research question is explored through thoughtful synthesis of multiple high-quality sources ; information is critically analyzed, compared, and used to draw clear, well-supported conclusions . Marks: 32-35	Level 3 A clear topic or question is explored using multiple sources ; information is organized and explained well, with comparison or interpretation beyond summary . Marks: 28-32	Level 3 A general topic is researched using a limited range of sources ; information is mostly descriptive, with little analysis or synthesis . Marks: 24-28	Level 1 Information is collected from few or low-quality sources and largely summarized or copied , with little organization, analysis, or interpretation . Marks: 20-24	/ 40