



4th Annual New Britton Elementary School Science Fair, February 16th, 2012

I hope your project has gone well. Here are a few reminders as the Science Fair approaches.

- Set up for all grade levels will be 6:00-7:30 pm on Wednesday, February 15th in the gym. (Before you set-up, please check in to find your assigned table). Alternate set up time will be Thursday, February 16th 8-8:45am. Please ensure the project has the students name, grade, and teacher's name written on the back on the project.
- Please refer to the list of prohibited display materials listed in the Science Fair Rules document. **For example, food products, plants, liquid, microbes and lasers are not allowed as part of the display.** You may provide a picture or empty container instead.
- All judging will take place during the school day on Thursday, February 16th
- Students will be called from their classrooms for judging and will return to class after they have presented their project for judging. Students should bring a book or homework to complete while waiting for their turn in the gym.
- Keep an eye on the judges and be prepared as they approach your project. Review tips on improving presentation skills provided with this packet.
- Only students, judges, and volunteers helping with the Science Fair should be in the gym during judging.
- All projects should remain in the gym through 7:45 pm on Thursday, February 16th. Any project not picked up at that time will be delivered to the student's classroom.
- The award ceremony will be on the evening of February 16th at 6:30 pm. Parents should arrive at 6:00pm to view science fair projects. Grade level finalist will be eligible to compete in the Central Indiana Regional Science Fair March 3rd, 2012 at Marian University (PE Center, 3200 Cold Spring Rd., Indianapolis, IN 46222)
- At the awards ceremony, there will be a special guest speaker, Larry Wirtz.
- If you are invited to the Central Indiana Regional Science Fair, the student must complete an electronic entry form after the awards ceremony. If you are invited, and you are unable to attend the Regional Science Fair, please let Mr. Zahm know immediately. This will allow us to invite another deserving student.

If you have any concerns or questions please feel free to contact Rebecca Leonard at 915-9699.

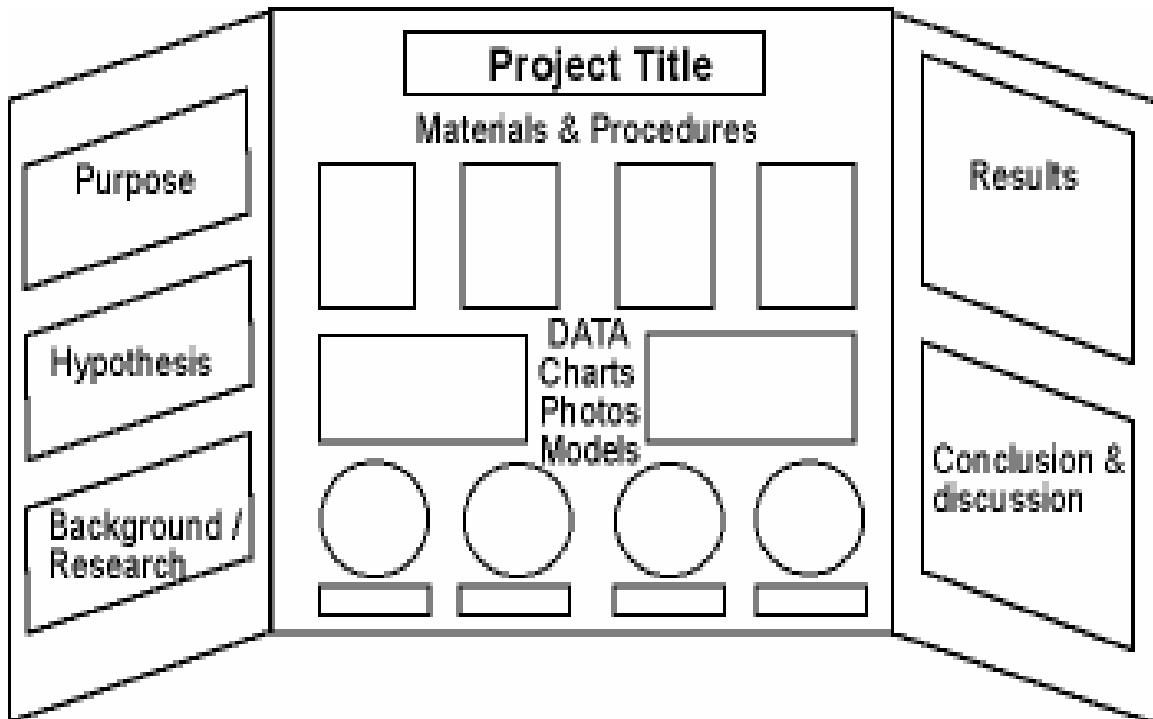
Thank you,
Mr. Zahm

List of questions each student may be asked about their project

1. Would you tell me about your project?
2. What did you want to find out? (Scientific question)
3. What did you think would happen? (Hypothesis)
4. What materials did you use to complete your project? (Materials)
5. How did you get your results? (Procedures)
6. What happened during your experiment? (Results)
7. What did you learn? (Conclusion)
8. What parts of the project did you do yourself? If there was a student partner(s) how did you divide the project among the team?
9. What parts of the project did you need help from someone else?

Example Science Board:

You can find cardboard tri-fold display boards at stores like Target or office supply stores.



Improving Presentation Skills

- **Greeting:** Firm, friendly hand-shake. Introduce yourself. Name, Grade, School.
- **Opening:** Design a brief opening before launching into your project. For example, “My project is on the acidity of orange juice. I’ve always loved orange juice ever since I can remember. Then lead into your question and hypothesis.
- **Voice:** Speak slower and louder than you would to a friend. Vary the volume and rate of your speech. Be enthusiastic!
- **Development:** Clearly talk about each part of your scientific method. Include parts that you thought were particularly interesting, fun, and funny. Also mention those parts that were difficult or problematic. Did you have to repeat the experiment or find another way? Did it work the first time? It’s important not to skip around. Try and walk the judge through the experiment in chronological order. It is best not to read directly off your poster board. “Paraphrase” or naturally talk through your project as if you were explaining it to a friend. This shows you understand your work. In this manner you clearly demonstrate you understand the scientific method.
- **Be Prepared:** What would happen if you changed a “variable” in your project? This is a scientific term often done in the real world when the experiment is repeated by altering one material. Maybe it is adding more weight, or less weight, or increasing the temperature, or decreasing the time or changing the liquid? Do you think this might change your results/conclusion? Judges often look for these types of questions to ask in order to see if you understand cause and effect and can generalize a theory based on what you learned. Go ahead and give it a best guess answer! Try to avoid saying, “I don’t know”.
- **Dealing with the difficult:** If you are asked something that you really don’t know or understand, it’s O.K. Ask for clarification. If you still don’t know the answer, be positive and say something like, “That’s an interesting point. I’m not quite sure. I would have to do more research to find that out!”
- **Acknowledgements:** Make sure you verbally thank any sponsors (people, businesses, places, etc.) that helped in the success of your project. It’s O.K. to mention parents, friends and teachers too.
- **Closing:** Ask the judges if they have any questions. Don’t forget to shake hands again and thank them for their time.

Reminders: Relax, have fun, smile, eye contact, stand up straight and keep your presentation in first person (“I”, not “We” unless you are part of a team).

Practice: Rehearse in front of a mirror. Then try it on your family! If you have a video camera, have somebody video tape you so you can see where you need improvement.

Example Score Sheet Used by the Judges

NBE Judge's Scoresheet

Judge: _____ Final Score: _____

Student(s): _____ Table# _____ Grade Level: _____

(Score) **Topic** (Please place score in blank next to each topic)

_____ **Purpose (Problem)** Tell me about your project. What did you want to find out?

- (0) No topic sentence is written
- (1) A topic sentence is written and problem/question is defined
- (2) A topic sentence is written and problem/question is defined with reasons/detail

_____ **Hypothesis** What did you think would happen?

- (0) No Hypothesis is written
- (1) A statement is written but it does not form a hypothesis
- (2) A hypothesis is written and includes an educated guess to the problem

_____ **Research** How did you do to find background information about your project?

- (0) No research is included
- (1) Minimal research is included
- (2) Moderate amount of research is included
- (3) A great amount of research is included

_____ **Materials** What materials did you use to complete your project?

- (0) No Materials are listed
- (1) Materials are listed but are not sufficient to replicate experiment
- (2) Materials are listed and are sufficient to replicate experiment

_____ **Procedure** How did you get your results? What parts of the project did you do yourself? If partners, how did you divide the project among the team?

- (0) No Procedure
- (1) Procedure written but not logical or sequenced
- (2) Procedure is adequate but lacks detail
- (3) Procedure is logical and detailed

_____ Add 1 additional point if student demonstrated skills needed to complete experiment with little help provided and/or worked well as a team w/ partner

_____ **Experimentation** Did you prove your hypothesis?

- (1) Plan does not prove or disprove the hypothesis
- (2) Plan proves or disproves the hypothesis

_____ **Data & Results** What happened during your experiment?

- (0) No data presented
- (1) Data is minimal or insufficient
- (2) Data is adequately presented
- (3) Data is clearly presented

_____ **Conclusion** What did you learn?

- (0) No conclusion
- (1) Conclusion is present but does not prove or disprove hypothesis
- (2) Conclusion is supported by data and proves/disproves hypothesis

- (3) Conclusion is supported by data, proves/disproves hypothesis, and makes additional predictions and other recommendations from data

Scientific Thought (give 1 point for each item present)

- ____ Controls present
____ Limited the variables
____ Replication of experimental trials present
____ Student understands unanswered questions remain, new tests to be run...
____ Critical thinking (application in real world or what did he/she learn)

Display

- (1) Fair display – little creativity
(2) Good display – exhibits creativity
(3) Excellent display – exhibits strong creative efforts

Interview

- (1) Has difficulty answering questions about the project
(2) Answers most project questions adequately
(3) Demonstrates thorough knowledge and understanding of project
(4) Extensive knowledge about the project; eager to share details through the scientific process, clear in discussion

Overall Presentation (0 – 7)

This is a general interpretation and summary of the project. **Add 1 point for each item present.**

- ____ Showed creative scientific ability: questions, investigation, data, unique approach
(consider grade level)
____ Interpretation of data is accurate and appropriate for grade level
____ Student shows enthusiasm
____ Student recorded experiment in a scientific notebook
____ Other: _____