

## Merit Judges Judging Workshop 2015

## BASEF TO THE STATE OF THE STATE

### **BASEF**

- Bay Area Science and Engineering Fair
  - One of the largest and longest-running science fairs in Canada (est. 1960)
- The Bay Area Science and Engineering Fair draws students in grades 7 - 12
  - City of Hamilton (including Ancaster, Dundas and Stoney Creek), the Regional Municipality of Halton (including Burlington, Oakville and Milton) and Six Nations in Southern Ontario. Students from Haldimand, Norfolk and Brant Counties have participated since 2003.
- The fair attracts 400+ participants annually
  - Grades 7-12
  - BASEF is affiliated with the:
    - Canada Wide Science Fair
    - Intel International Science and Engineering Fair

## BASEF TO THE STATE OF THE STATE

### **BASEF**

#### Mission of BASEF

• to promote project-based science and encourage youth to conduct research in areas of science, engineering and technology, utilizing the scientific method or engineering design process.

#### BASEF believes

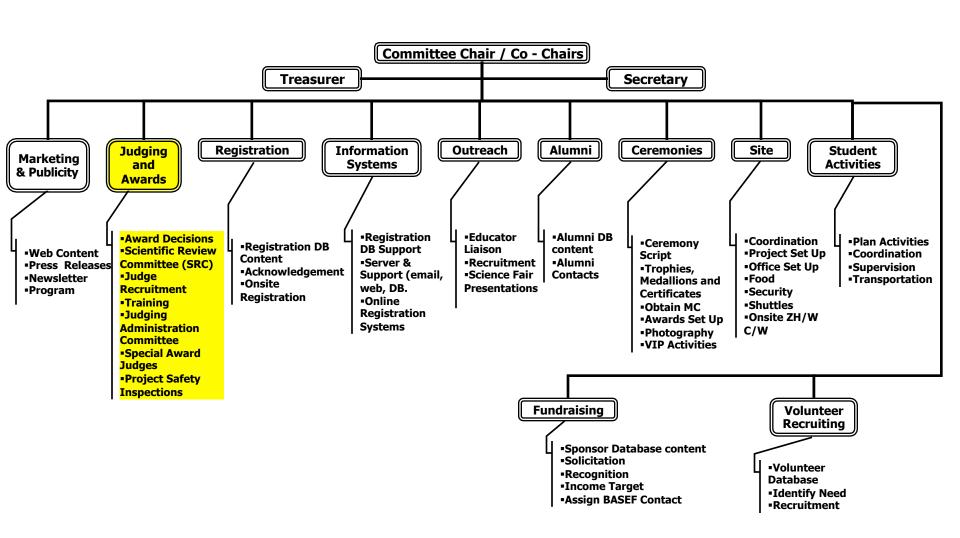
 all students should be given the opportunity to participate in science fairs. Students learn invaluable academic and life skills through researching, experimenting, displaying and presenting their projects.

#### Judging process / public viewing components:

- Allows students to develop and practice their "people" and communication skills
- Student gain self-confidence
- Students obtain a sense of accomplishment for a job well done

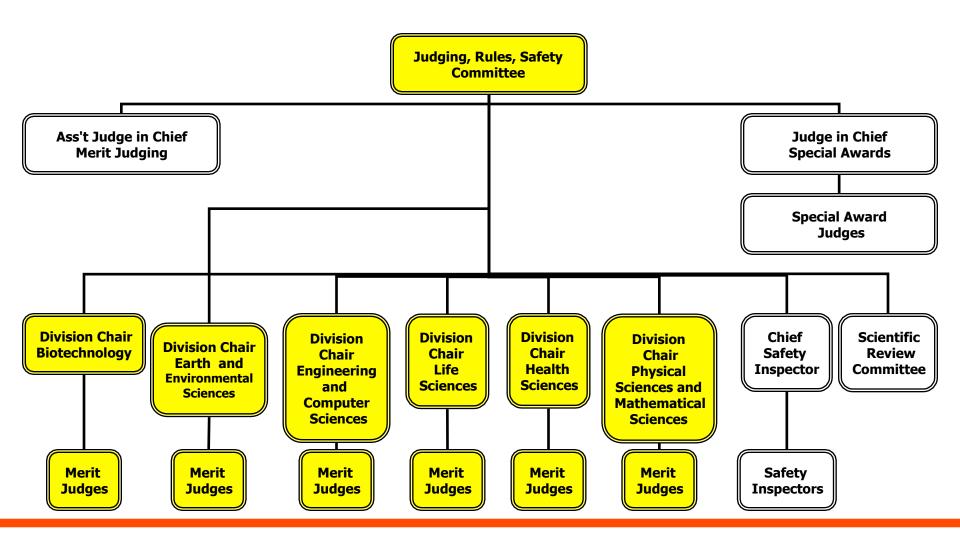


## **BASEF Organization**



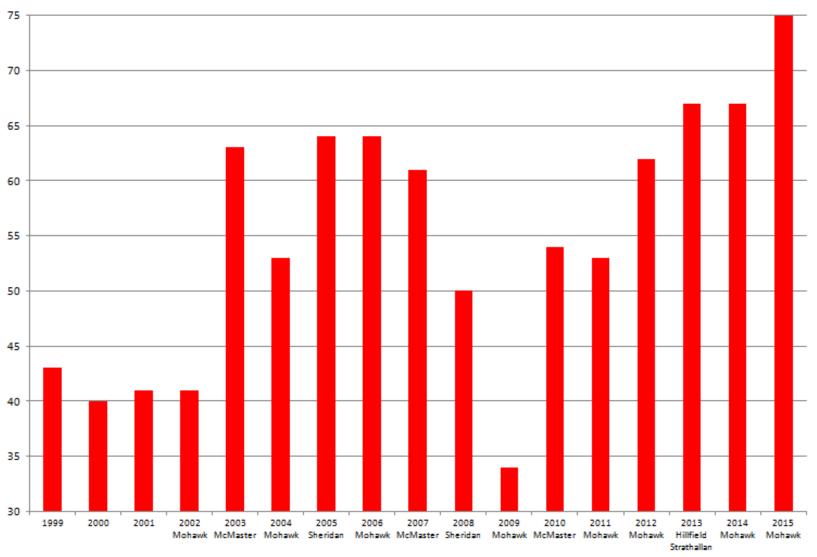


## **BASEF Judging Team**



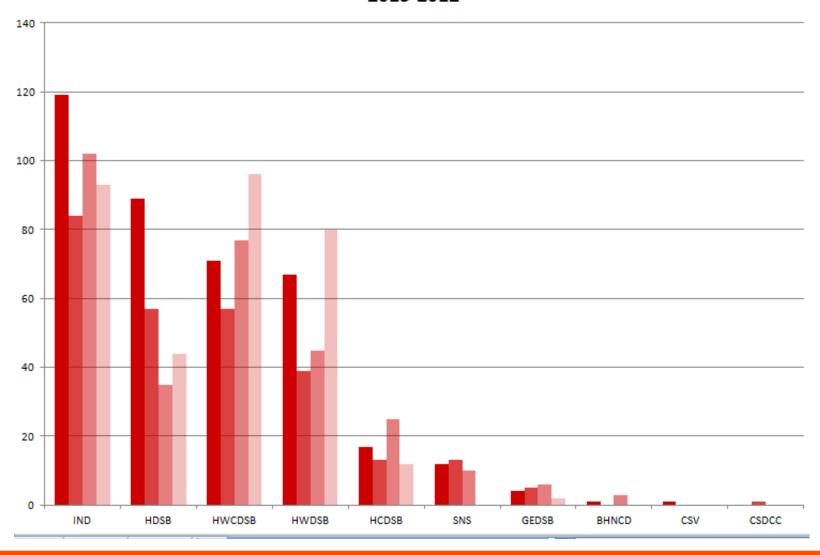


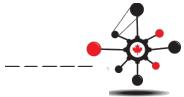
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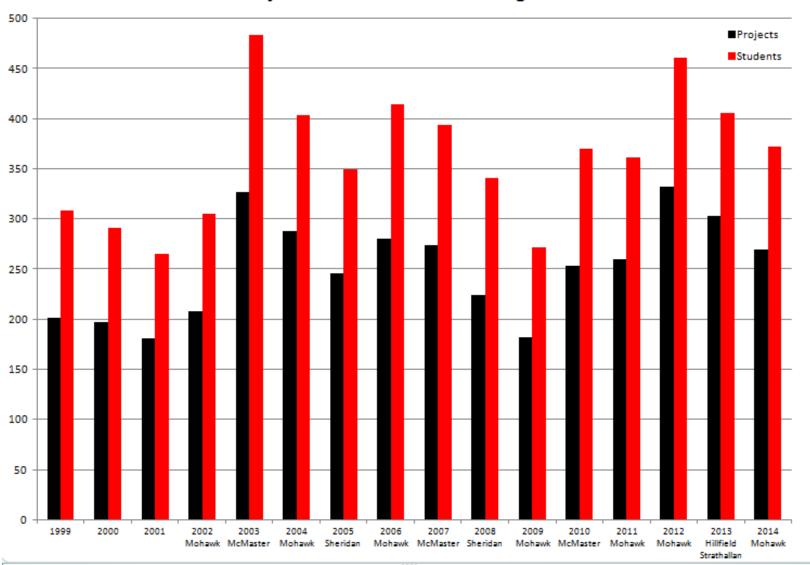


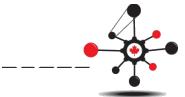
### Number of Projects by School Board 2015-2012



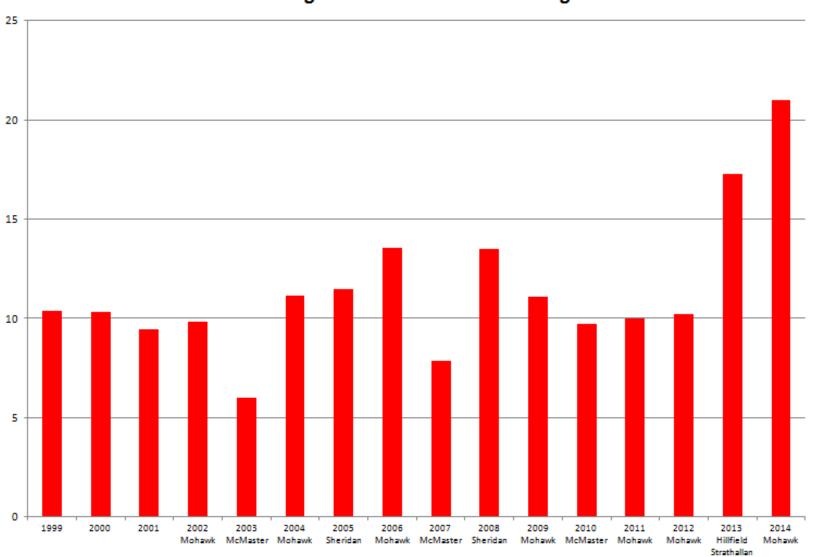


#### **Projects and Students Attending BASEF**





#### Percent of High School Students Attending BASEF



## BASEF 2014 Highlights



## **BASEF 2014 Highlights**

- Celebrated 54th Anniversary Year
- Over \$157,000 in cash, prizes, trips, scholarships and participation awards were distributed
- Activity Day morning with presentations 1,000+ in attendance
- 16 students won all-expense paid trips to compete in the Canada Wide Science Fair in Windsor, Ontario
- 3 high school students won all-expense paid trips to compete in the Intel International Science & Engineering Fair in Los Angeles, California
- 155 students received Merit Awards, \$8,520 in cash, and \$77,500 in merit scholarships
- 153 special awards were distributed, totaling \$24,175 in cash plus \$3,500 in scholarships and one internship valued at \$2,200. Eight new \$500 special awards were added.

## **Typical Science Fair**



## The Judging Arena





### What to Expect on Judging Day

8:00	Chief Judge and Division Chairs' Meeting
8:30	General Welcome and Introduction
8:45	Division Chair And Judge Group Meetings
9:00	Preliminary Judging Without Students
11:30	Judges Meet with Division Chairs
11:45	Judges' Luncheon
1:00	Student Interviews With Judges
3:30	Judge and Division Chair Meeting - Tally Scores
4:15	Chief Judge, Division Chair, Awards Committee meeting

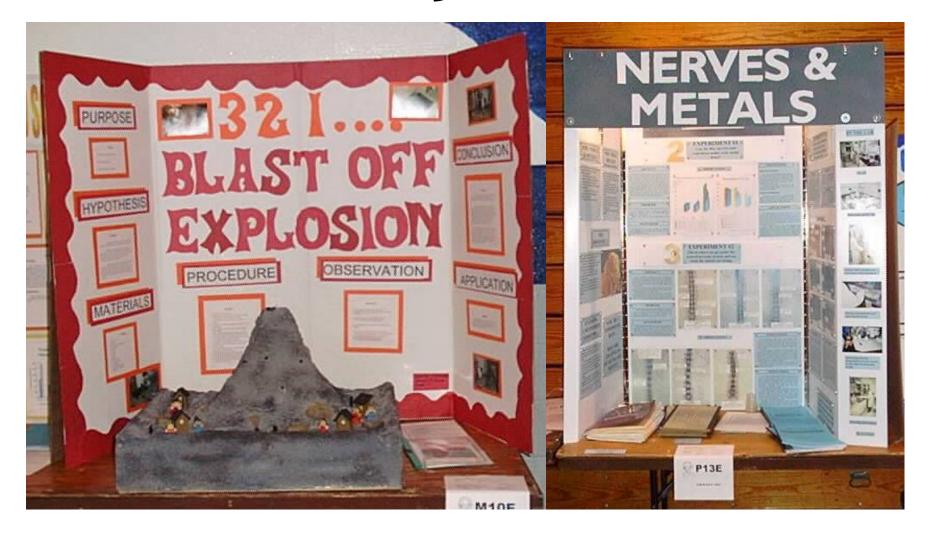


### Conduct of Volunteers BASER

- As an adult volunteer BASEF judge, you are in a position of trust with the children you will be interviewing.
- All judges are to behave in a responsible manner.
- If you observe any problem, unsafe or inappropriate behaviour, promptly report it to any member of the BASEF Organizing Committee.

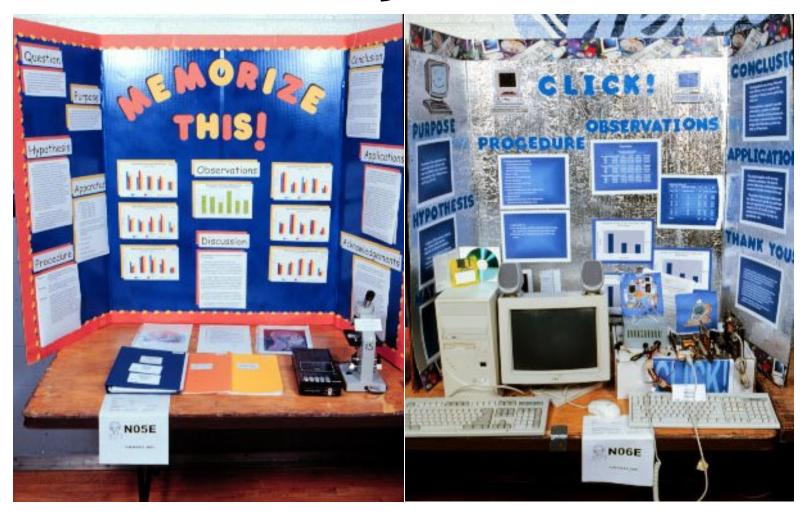


## **Projects**





## **Projects**



## Current Judging Form

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## Judging Form Analysis\_



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Score:

#### A. Scientific Thought (maximum 45 marks)

- 1. Select whether the project is either an experiment, study, or innovation.
- Determine the level of the project by matching the description with the project. Circle the deserving mark out of a maximum of 45.

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	27	28	29	30	32	33	34	35	37	38	39	40	42	43	44	46

#### Side One

#### Step One

- Choose a Definition.
  - Experiment
  - Study
  - Innovation



Score:

#### A. Scientific Thought (maximum 45 marks)

- 1. Select whether the project is either an experiment, study, or innovation.
- Determine the level of the project by matching the description with the project. Circle the deserving mark out of a maximum of 45.

a maximum of 4	ю															
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Innovation The development and evaluation of models or innovative devices, using techniques or approaches from the field of technology or engineering.	other duplic	ng mo device ate ex ology; ing.	sthat isting		Make an exi: or use techno applic:	sting t an e: logy:	techno xisting for neu	logy	Design innova of an o techno applica	ative a existing plogryf	daptat g	tion	Build : technotechnote innova has co humai	ologies stive s ommer	or integ s to for system roial or	m an that
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	27	28	29	30	32	33	34	35	37	38	39	40	42	43	44	46

#### Side One

#### **Step Two**

Choose a level



Definition		Lev	el 1			Lev	el 2			Leve	el 3			Lev	/el 4	
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The development and evaluation of models or nnovative devices,	other duplic	devica atele) ology;	dels o s that isting minim		an exi or use	isting 1 e an e: ology	verner techno disting for ner	ology	Designinnova of an e techno appli	ti O	ta	an tion iew	techno innova	ology ologie ative s omme	or inte sto fo system roial o	m ar that
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possible 45 marks.	19	20	21	22	24	25	26	27	29	30	31	32	34	35	36	37
	23	24	25	26	28	29	30	31	33	34	35	36	38	39	40	41
	27	28	29	30	32	33	34	35	37	38	39	40	42	43	44	45

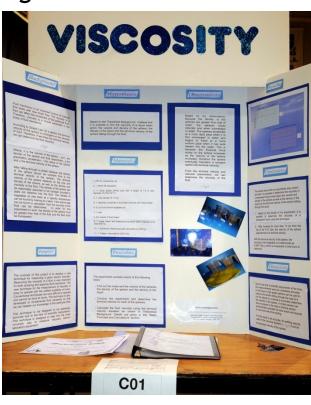
#### Side One

#### **Step Three**

- Choose the appropriate score for the Definition and Level chosen
- Transfer number chosen to Score box

#### **EXPERIMENT:**

Investigation undertaken to test one or more hypotheses.



To develop and test a new technique for measuring a liquid's viscosity

#### **EXPERIMENT:**

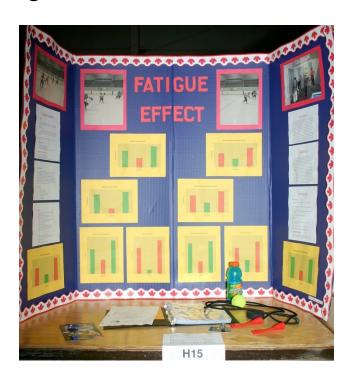
Investigation undertaken to test one or more hypotheses.



To discover the most powerful way to punch and kick an object, so that one can maximize their self-defence ability.

#### **EXPERIMENT:**

Investigation undertaken to test one or more hypotheses.



The purpose of my project was to see if fatigue would affect your hand-eye coordination and accuracy.

#### **STUDY:**

A collection and analysis of data showing evidence of a correlation, or pattern of scientific interest. Variables are identified and controlled.



The purpose of this research and analysis is to show that wind-assisted (Skysail) ship propulsion can significantly reduce fuel consumption and emissions. Commercial vessels that transport goods and people across large bodies of water are the most likely to benefit from the use of tethered kites to propel the vessel forward. The resulting reduction in fuel consumption (where wind power replaces engine power), also contributes to reducing harmful emissions. The calculations in this study show to what extent fuel consumption and emissions reductions are possible.

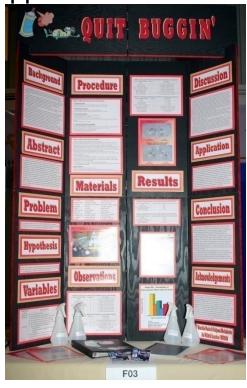
#### **STUDY:**

A collection and analysis of data showing evidence of a correlation, or pattern of scientific interest. Variables are identified and controlled.

The purpose of this project is to study the effects of hypocalcemia and its subsequent results on the depolarization rates on the myocardial cells in patients with congestive heart failure.

#### **INNOVATION:**

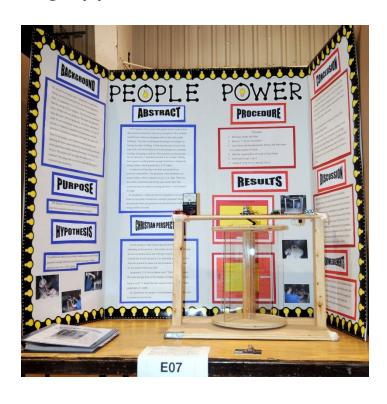
The development and evaluation of models or innovative devices, using approaches from the field of technology or engineering.



The purpose of our project is to synthesize homemade, more environmentally friendly insecticides that will serve as effective substitutes for synthetic products, such as Raid.

#### **INNOVATION:**

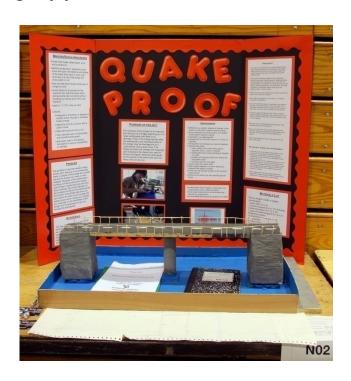
The development and evaluation of models or innovative devices, using approaches from the field of technology or engineering.



To create a door that generates electricity when ever you spin it. This could be installed into all the subways, and it would run the lights in the subway because people are constantly going through the doors. I hypothesized than average walking pace wolud generate enough electricity to do this.

#### **INNOVATION:**

The development and evaluation of models or innovative devices, using approaches from the field of technology or engineering.



The purpose of our project is to better the chances of an bridge standing up top a earthquake with little or no damage.

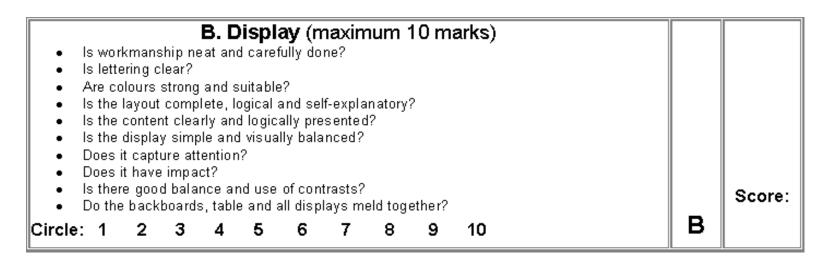
Even if a bridge stands after the earthquake the important parts of the bridge may be damaged, thus leaving the bridge with very little chance of standing up to the next quake which may come.



#### Side Two

#### **Step Four**

- Circle the appropriate score for Skill and Dramatic value
- Transfer number chosen to 'B' Score box





#### **Side Two**

#### **Step Five**

- Circle the appropriate score for Notebook/Work Journal
- Transfer number chosen to 'C' Score box

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#### Side Two

#### **Step Six**

- Circle the appropriate score for Abstract
- Transfer number chosen to 'D' Score box

# D. Abstract (maximum 5 marks) Is the abstract present? Does the abstract contain all aspects of the project? Is the information concise, complete, and accurate? Is the abstract well written? (grammar, syntax and spelling) Circle: 1 2 3 4 5



#### **Side Two**

- Step Seven
- Circle the appropriate score for Student's understanding
- Transfer number chosen to 'E' Score box and add notes

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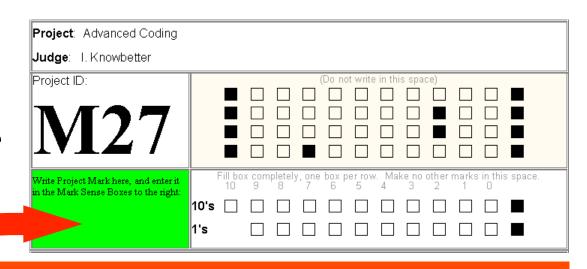
Please note some constructive comments for students.



#### Side One

#### **Step Eight**

 Total Scores and write number in the totals box.





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## **Judging Projects**

Before starting to judge take a quick walk-around of all of your assigned projects, to get a feel for what they are about, what they look like, and where they are located.

To judge a project do the following:

- Read through the backboard in some logical order; assess its impact, and how well it tells the "story" of the project. Were you able to understand quickly what the project is trying to do, and what the results were?
- If equipment or devices are part of the display, do they serve an obvious purpose, based on what you have seen so far?



# **Judging Projects**

- Read through the abstract. Assess it
   (If missing, ask for it in interview. No abstract = 0)

   Should not happen but occasionally happens
- Read through the workbook (journal and/or full report). Assess it. (If missing, ask for it in interview. No workbook = 0)
- Write down your questions and compliments, for use in the interview, and add to comments section of the judging form.
- Initial the morning section of the Project Placard
- Note your marks
- Focus on individual, independent assessment in the morning judging and for the interview process - if you have questions, you can collaborate with senior judges later in the day.

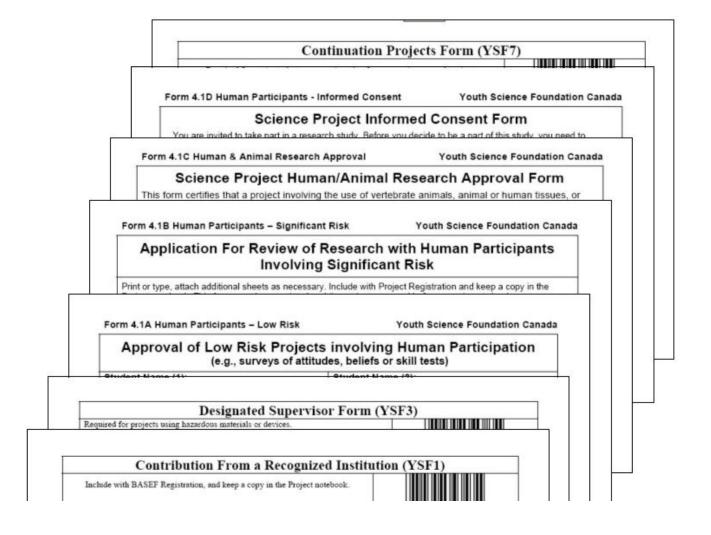


# **Judging Projects**

- Once all projects are marked and interviewed:
   Write down the rank order of the projects you have judged, based on your overall impressions of the day.
- Which one is best?
- Which should be at the bottom of the list?
- Now check the total mark you have assigned to each project.
- Is your impression consistent with the marks you've assigned?
   Decide if you need to review anything.

# Other Forms to Look For

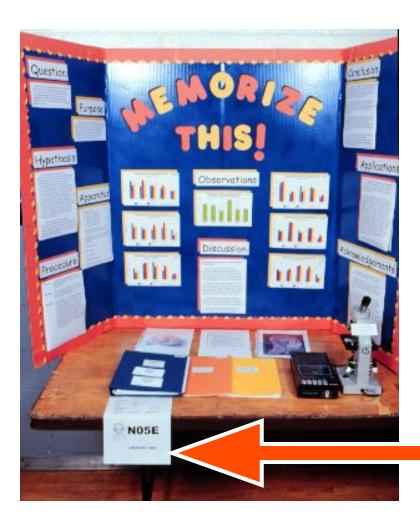




#### Interviews



#### Interviews



 When you have completed the interview portion of judging a project, sign the placard on the project table.





## **Interview Tips**

- Be genuine
- Show you are interested
- Let the students present their findings
- Listen actively
- Encourage conversation by asking students about their projects and their methods
- Ask questions at their level of understanding
- Sign the placard
- End meeting on a positive note



#### **Interview Initials**

Go Green. No Green, Save Green

Kieran Hussey

Abbey Park High School

Intermediate 9/10

Earth & Env Sci

Safety Check

Merit Judge Initials	Merit Judge Initials	Merit Judge Initials	Merit Judge Initials
AM #1	AM #2	AM #3	AM #4
PM 1:00pm	PM 1:15pm	PM 2:00pm	PM 2:15pm

**A02** 





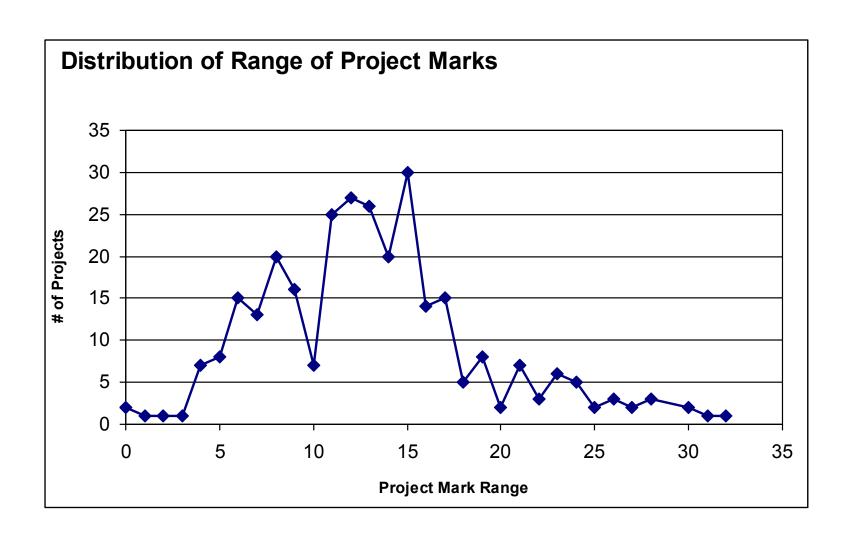
### Judging Tips and Tricks

- Get there early
- Look at all of your assigned exhibits before starting to judge your exhibits
- Be aware of your scheduled interview times, as printed on your project judging forms
- Set timing goals for your exhibits.
   (10-15 min per project)
- Exhibitors' understanding is as important as the project
- Every project must receive a passing mark (50%)
- Revise your scores as many times as you need to
- Don't tally judging sheet in front of Exhibitors
- If stuck on a project, see your Division Chair
- Judging should be finished by about 4:00p.m.
- Be prepared to stay until 4:30p.m. or until the Judge and Division Chair Meeting is completed.

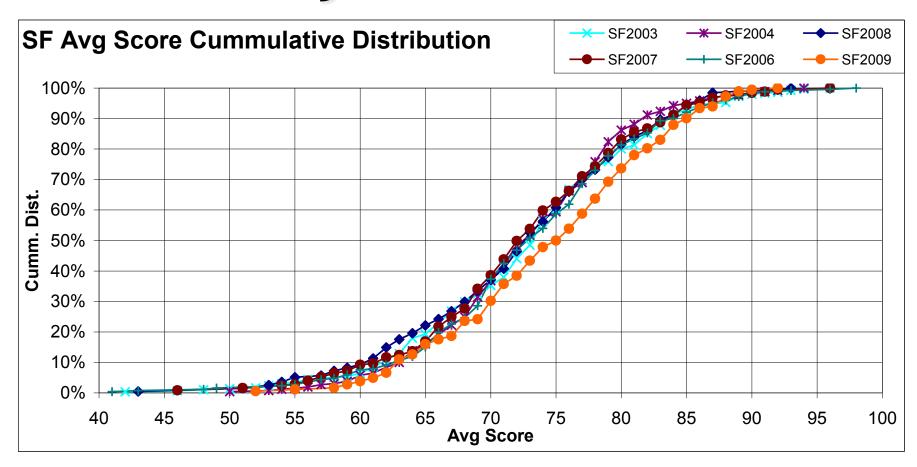
# Working the Data



# Working the Data



# Typical Distribution of Average Project Scores



# **Awards Ceremony**





#### 2014 CWSF Team





CWSF 2014
Windsor
Ontario

## 2014 ISEF Team





ISEF 2014
Los Angeles
California

#### Past Participant



Kayla Cornale

"Sounds into Syllables(TM) II: Windows to the World of Childhood Autism", is the second phase of a teaching system she developed to help children with autism overcome social communication difficulties - with music

Encana Best in Fair Award at the 2006 Canada Wide Science Fair

20 ados avec brio

Youth in Motion's Top 20 Under 20 ranking in 2006



2007 CNN's Young Hero Award Winner

Attended Stanford University, California 2007-2012

**B.A.**, Master of Linguistics

Currently with Athletics Ontario as its Para-Athletics Coordinator. Her role is to oversee and manage the merging and development of services for athletes with a disability into mainstream Athletics Ontario programs.



#### Past Participant

"The Uno: Tomorrow's
Transportation
Solution"

Ben Gulak



The Uno - #1 Invention of the Year 2008 Popular Science

Appeared on Dragon's Den and asked the Dragons for \$1.25-million for 20% of the Uno.
All five opted in, making it the biggest deal in show's history at the time

**TED Fellow** 



#### Gear Up

All the Technology That Rocks

How Inventor Ben Gulak Went From Science-Fair Nerd to the Playboy Mansion

By SABRINA RUBIN ERDELY
POSTED: October 28, 2:00 PM ET

Other Inventions:

<u>The Shredder</u> a "cool stand-up power sport vehicle"

The Mule a remote-controlled all-terrain vehicle

#### Past Participant



**Aaron Hakim** 





Youth in Motion's Top 20 Under 20 ranking in 2008

Participant at Sanofi-Aventis
Biotech Challenge, and the Intel
International Science and
Engineering Fair. In 2007, he was
the only high school student
exhibiting at the Canadian
Genetics Society Conference.

Attended Yale University majoring in Economics with a combined BS/MS in Molecular, Cellular and Developmental Biology

TEDxYale Speaker

# **2013 BASEF Sponsor** and Benefactors Page









Youth Science Canada Sciences jeunesse Canada











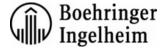
Inspiring Innovation and Discovery



















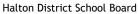


































# **2014 BASEF Sponsor** and Benefactors Page







# Arcelor Mittal





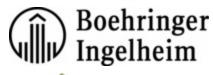














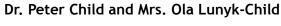


Hamilton-Wentworth Catholic School 150 years of 'Believing, Achieving, Serving'













Halton District School Board







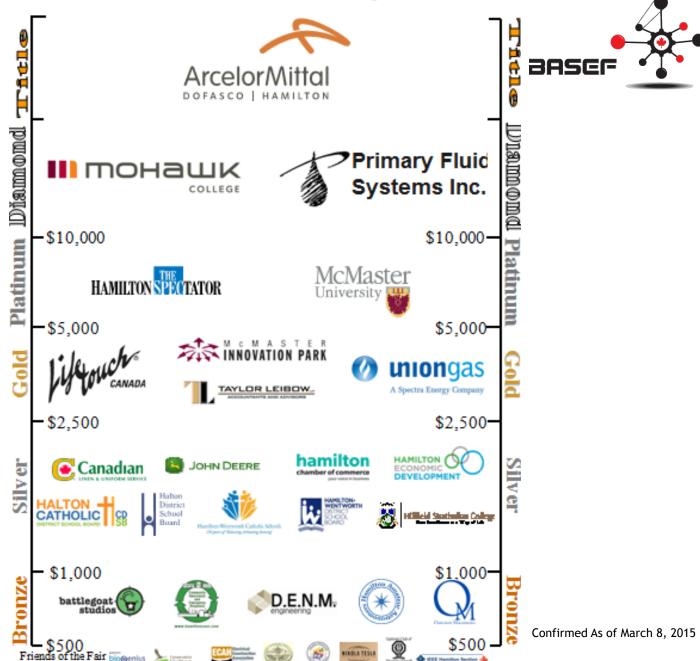






#### **BASEF thanks its 2015 sponsors**

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Boehringer, Hamilton Halton Construction, OPG - yet to be Confirmed