



Merit Judges Judging Workshop 2015

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

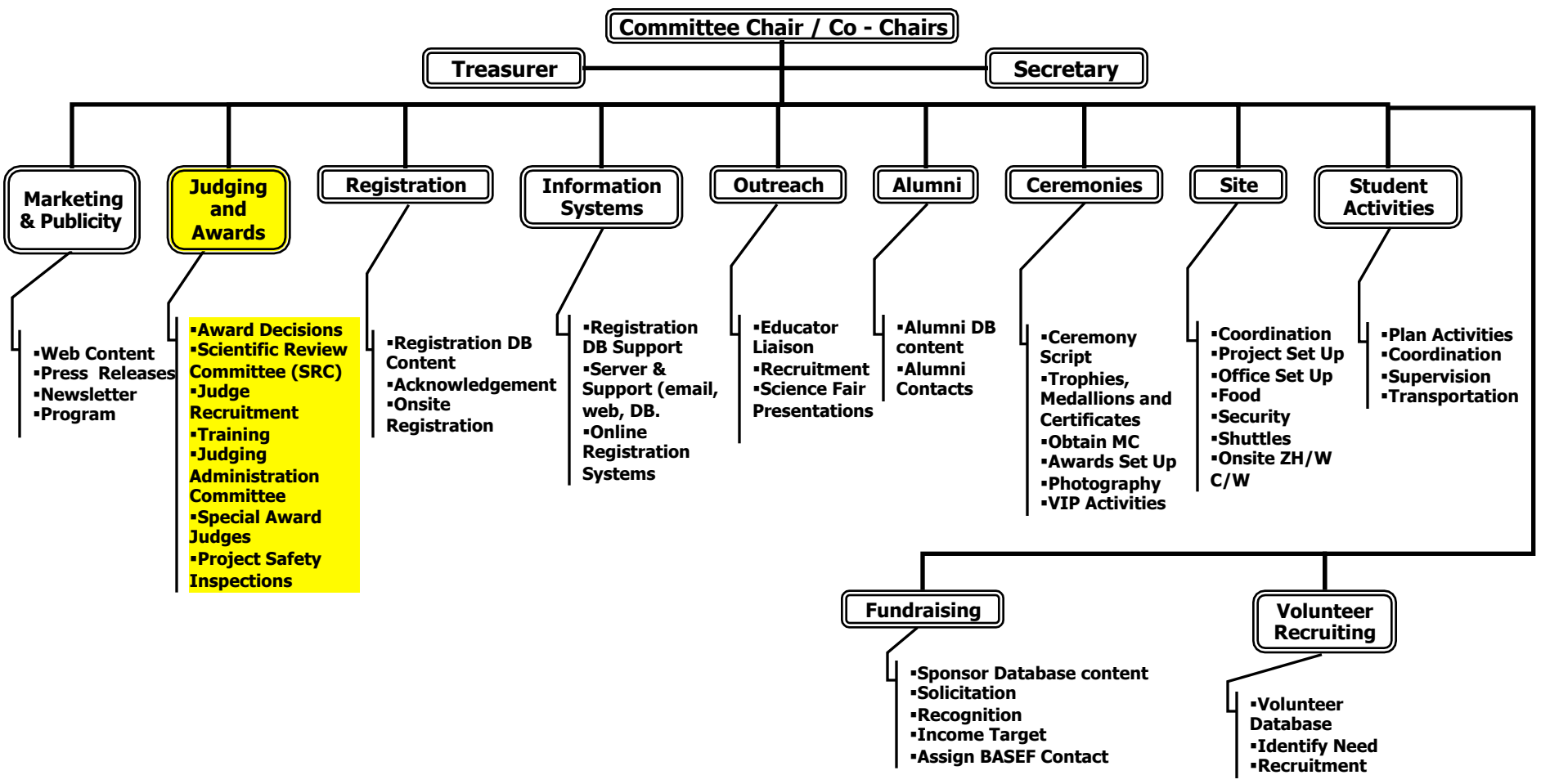
BASEF



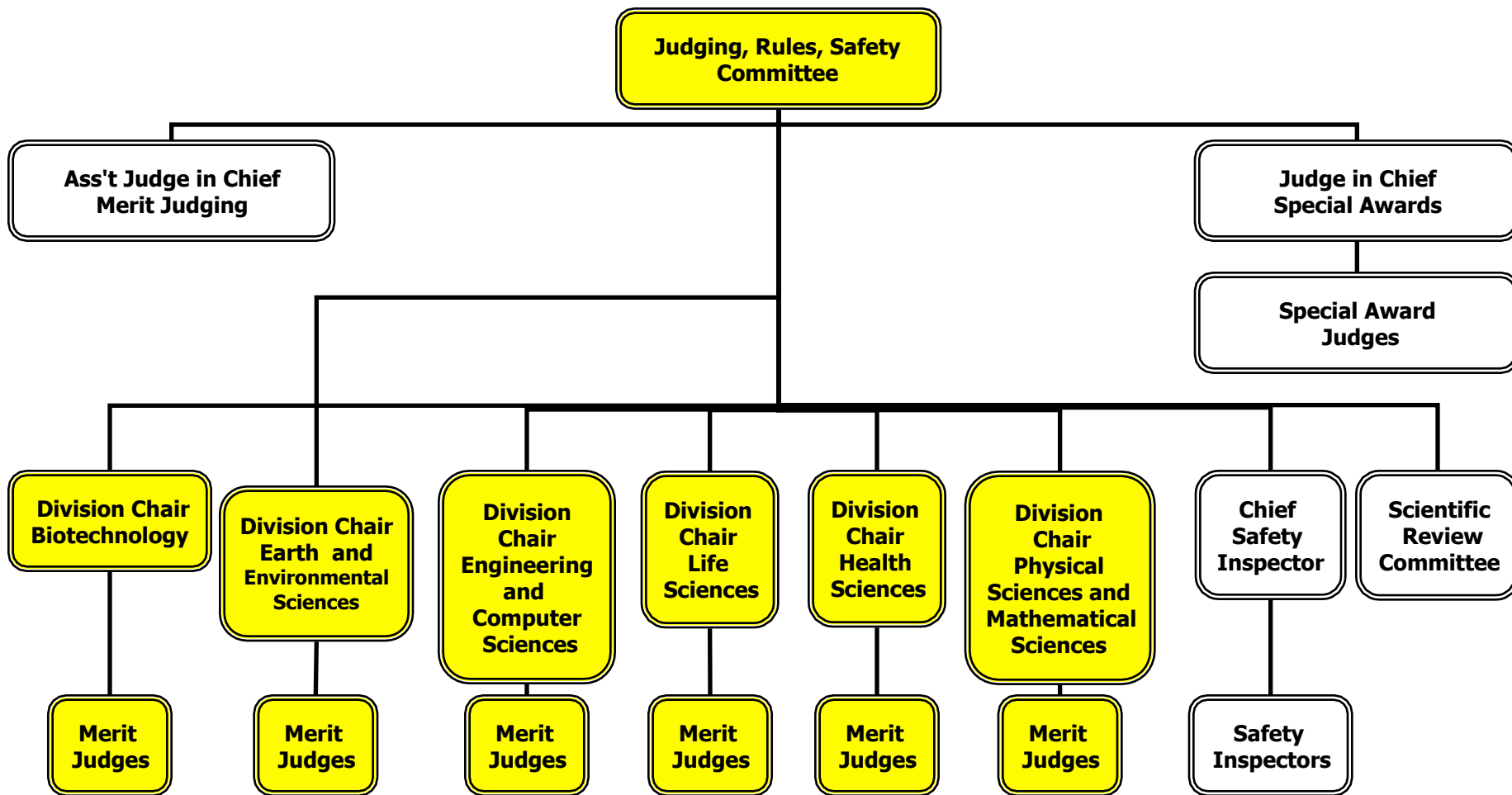
- Mission of BASEF
 - to promote project-based science and encourage youth to conduct research in areas of science, engineering and technology, utilizing the scientific method or engineering design process.
- BASEF believes
 - all students should be given the opportunity to participate in science fairs. 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



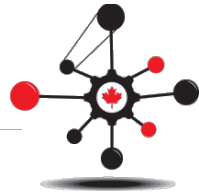
BASEF Organization



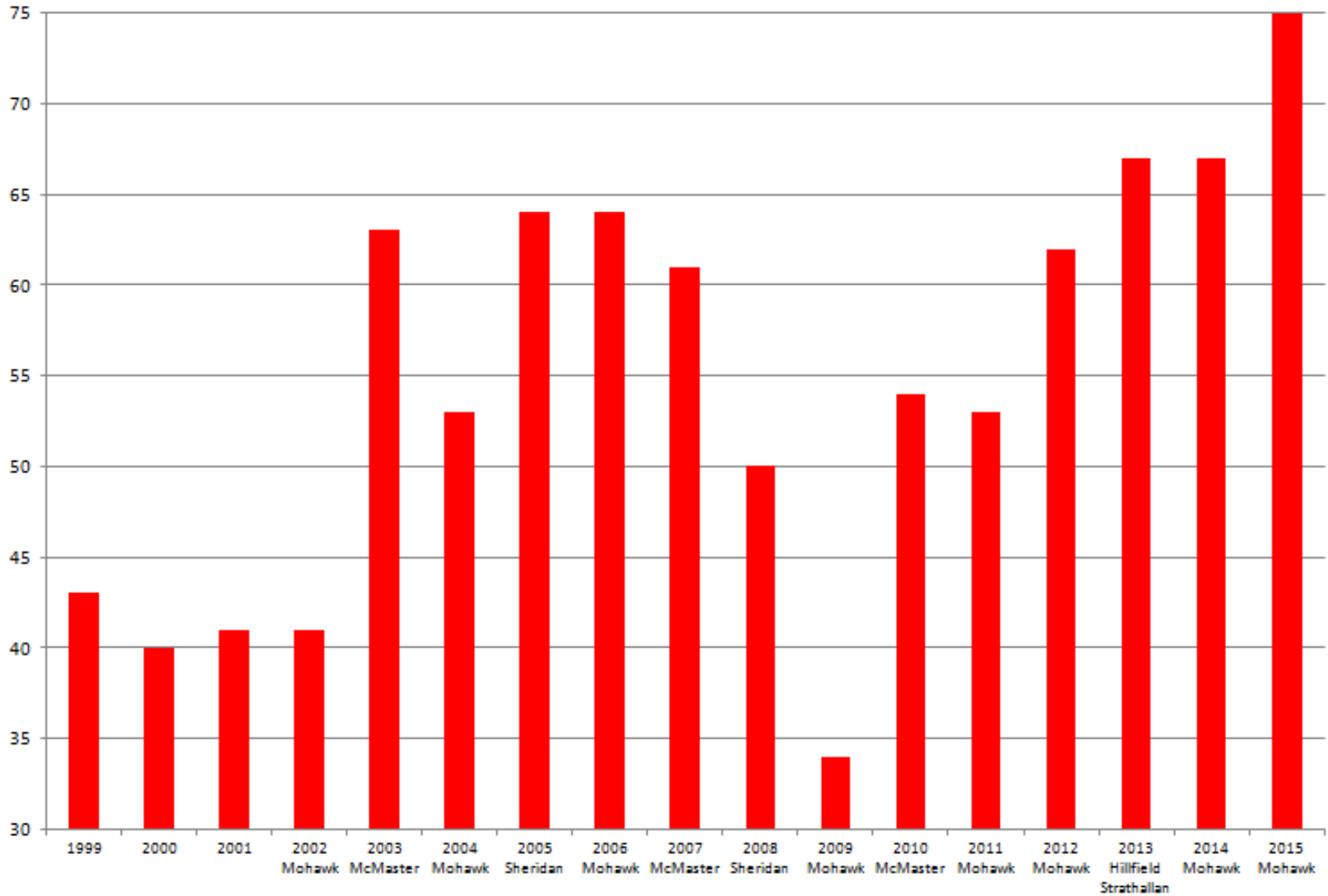
BASEF Judging Team



BASEF

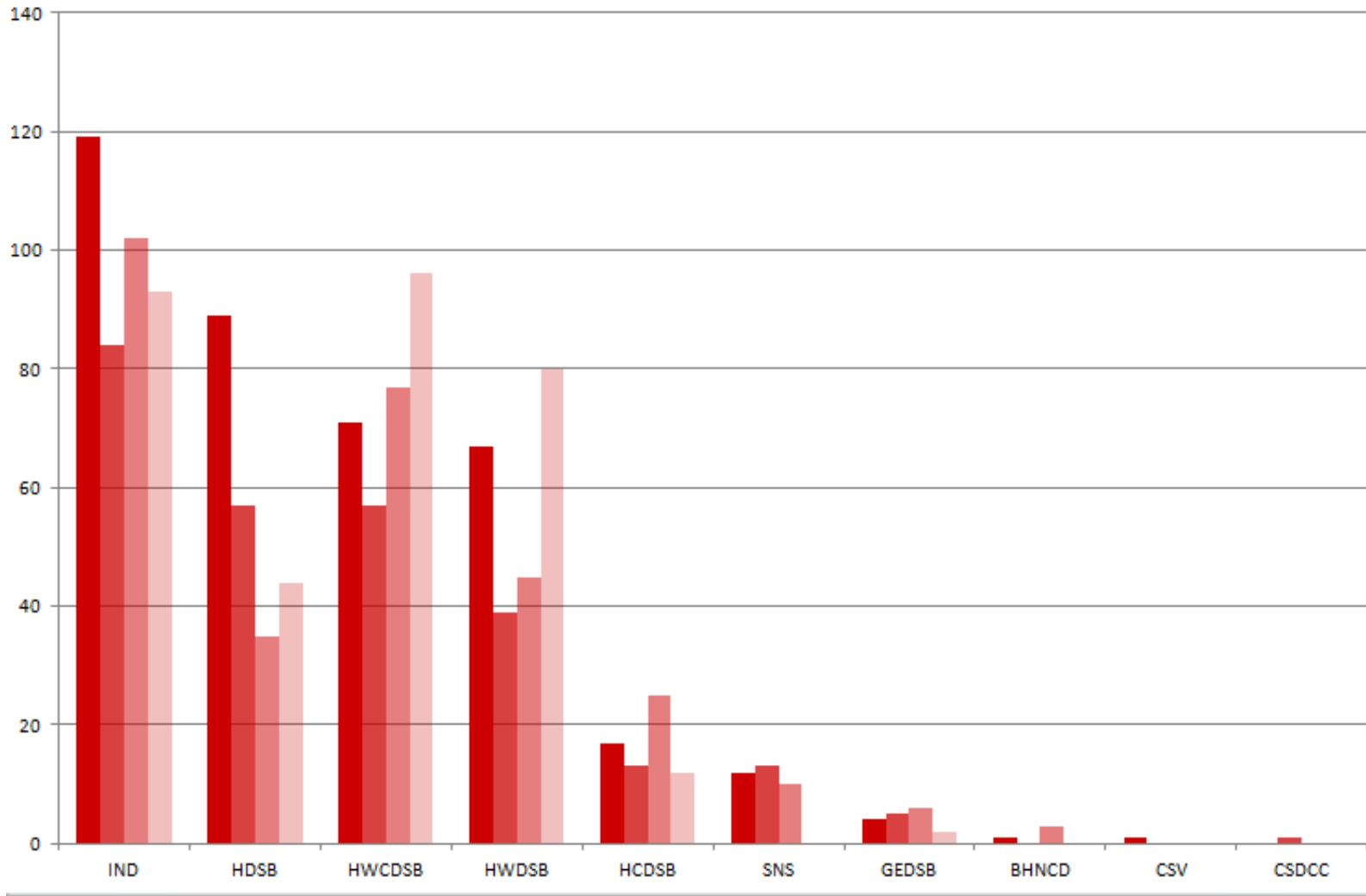
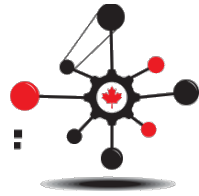


Number of Schools Participating in BASEF

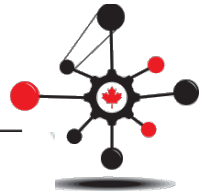


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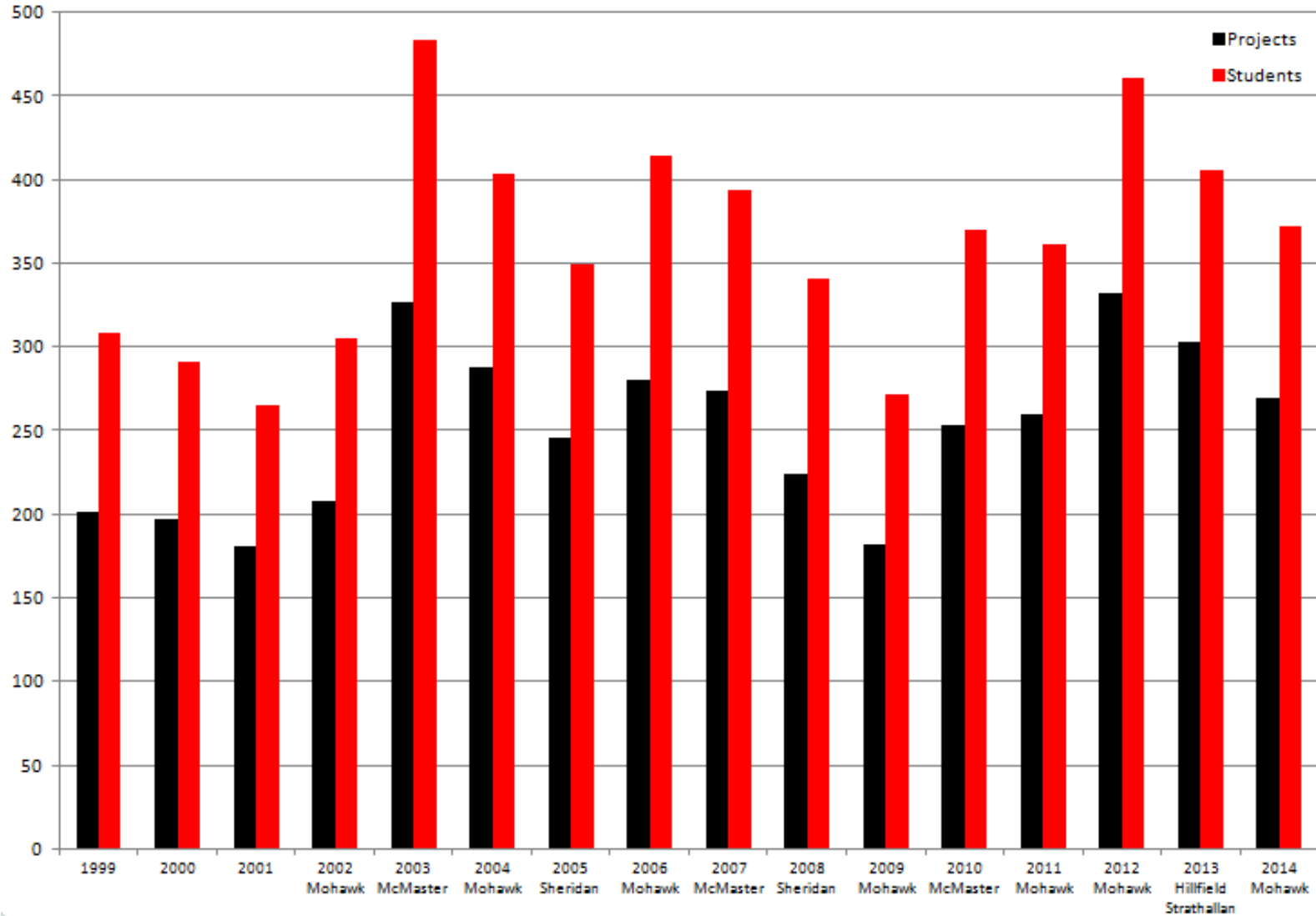
Number of Projects by School Board 2015-2012



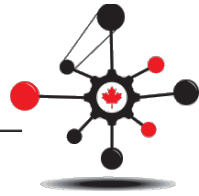
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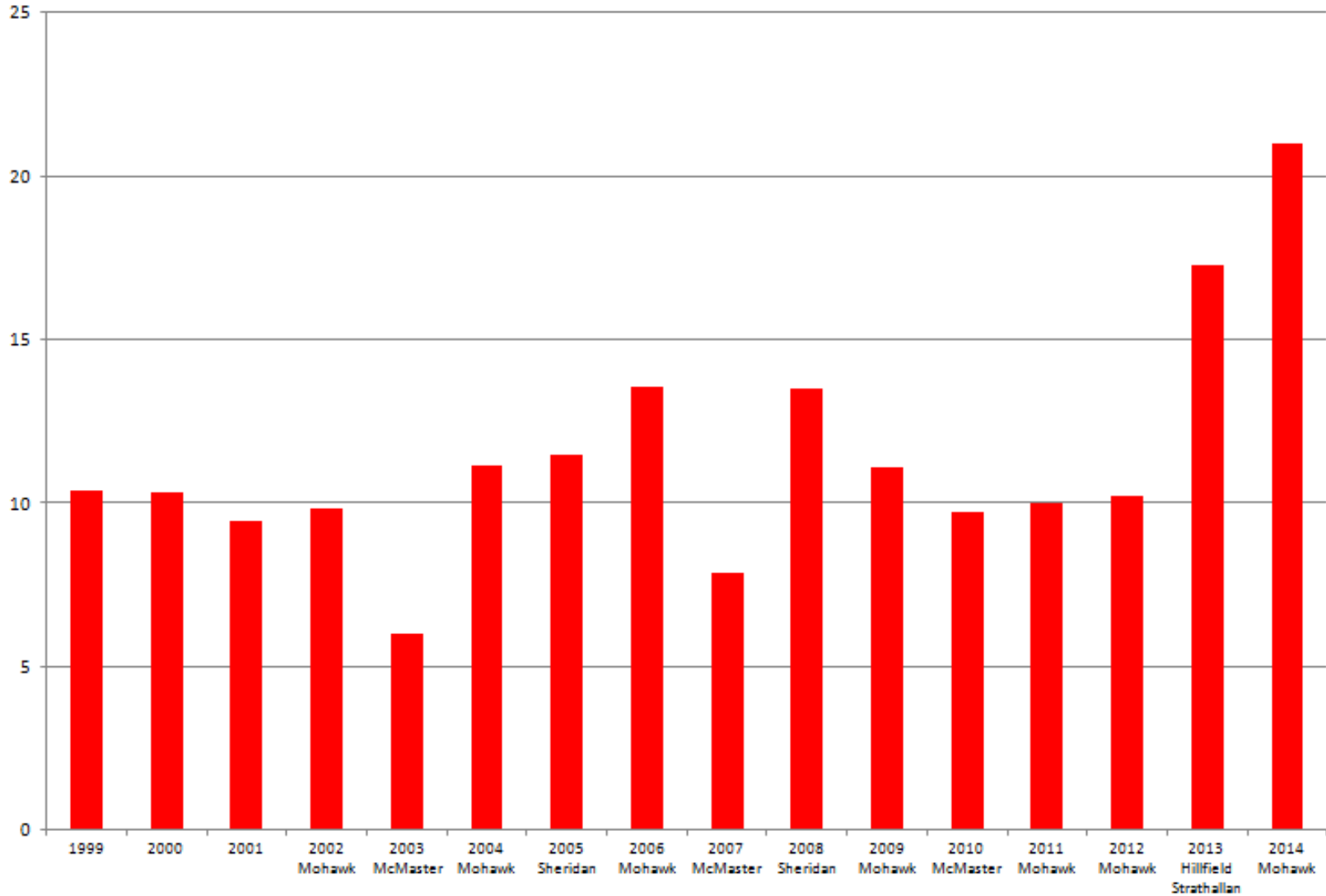
Projects and Students Attending BASEF



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



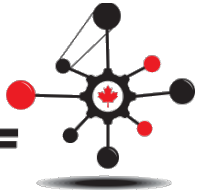
What to Expect on Judging Day



- 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

BASEF

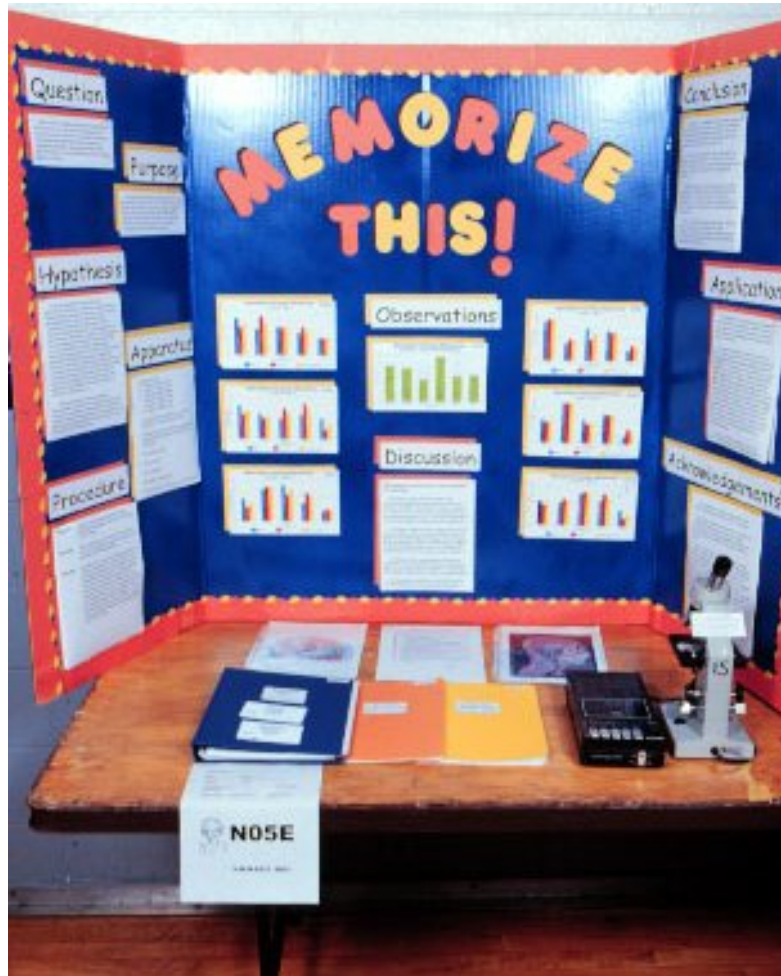


- As an adult volunteer BASEF judge, you are in a position of trust with the children you will be interviewing.
- All judges are to behave in a responsible manner.
- If you observe any problem, unsafe or inappropriate behaviour, promptly report it to any member of the BASEF Organizing Committee.

Projects



Projects



Current Judging Form BASEF



Bay Area Science and Engineering Fair - Judging Form				
Project ID:		(Do not write in this space)		
Write Project Mark here, and enter it in the Mark Sense Boxes to the right:		Fill box completely, one box per row. Make no other marks in this space. 10 9 8 7 6 5 4 3 2 1 0		
10's		1's		
A. Scientific Thought (maximum 45 marks) <ol style="list-style-type: none"> 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. 				
Definition	Level 1 (acceptable)	Level 2 (fair)	Level 3 (good)	Level 4 (excellent)
Experiment Investigation undertaken to test one or more hypotheses.	Duplication and reporting of an experiment to test a previously confirmed hypothesis.	Extension of a known experiment through modification of its procedure, data collection, analysis or application.	A new approach to the design, modification or application of an existing experiment with control of some variables.	A new experimental approach to a research problem in which most of the significant variables are controlled.
Study A collection and analysis of data showing evidence of a correlation, or pattern of scientific interest. Variables are identified and controlled.	Study and presentation of printed material related to the basic issue.	Study of material collected through compilation of or expansion of existing data and through observation. The study attempts to address a specific issue.	Study based on new observations and research of a previously studied topic. Appropriate analysis of data and correlations made.	A new approach to the study of a problem which correlates information from a number of sources. The report also offers new insights or solutions to the problem.
Innovation The development and evaluation of models or innovative devices, using approaches from the field of technology or engineering.	Building models or other devices that duplicate existing technology; minimal reporting.	Make improvement to an existing technology or use an existing technology for new applications.	Design and build an innovative adaptation of an existing technology for a new application.	Build a novel technology or integrate technologies to form an innovative system that has commercial or human benefit.
Score out of a possible 45 marks.	15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35	25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40	30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45
NOTE: This form will be machine scanned; please DO NOT FOLD. Use this form ONLY for the Project # printed in the ID Section.				A Score:

B. Display (maximum 10 marks) <ul style="list-style-type: none"> Is workmanship neat and carefully done? Is lettering clear? Are colours strong and suitable? Is the layout complete, logical and self-explanatory? Is the content clearly and logically presented? Is the display simple and visually balanced? Does it capture attention? Does it have impact? Is there good balance and use of contrasts? Do the backboards, table and all displays meld together? 			Score: B
Circle: 1 2 3 4 5 6 7 8 9 10			
C. Notebook / Work Journal (maximum 20 marks) <ul style="list-style-type: none"> Is the notebook clear, concise and neat? Is it different from the backboard display? Is it well organized? Is there a journal summarizing actual work noting both successes and failures? Is there a bibliography? Are there acknowledgements? 			Score: C
Circle: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20			
D. Abstract (maximum 5 marks) <ul style="list-style-type: none"> 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) 			Score: D
Circle: 1 2 3 4 5			
E. Interview (maximum 20 marks)			
Student is unsure of the material or the process of the project and has difficulty answering questions about the project.	Student can summarize the project adequately and can answer the majority of questions about the project.	Student explains the project well and can answer all questions about the project clearly and logically.	Score: E
Circle: 6 7 8 9 10	Circle: 11 12 13 14 15	Circle: 16 17 18 19 20	
NOTE: Judges marks are not to be disclosed to anyone outside of the Judges Group.			
Please note some constructive comments for students.			

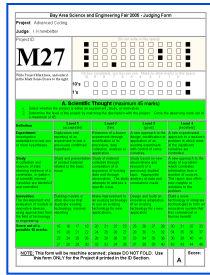
Judging Form Analysis



Bay Area Science and Engineering Fair 2005 - Judging Form																																																																
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Judging Form



A. Scientific Thought (maximum 45 marks)

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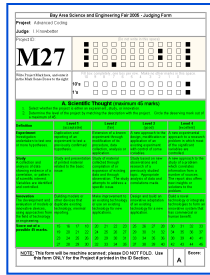
A **Score:**

Side One

Step One

- Choose a Definition.
 - Experiment
 - Study
 - Innovation

Judging Form



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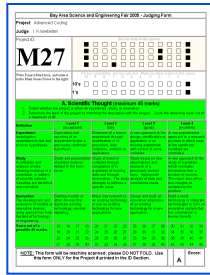
Step Two

- Choose a level

A

Score:

Judging Form



Side One

Step Three

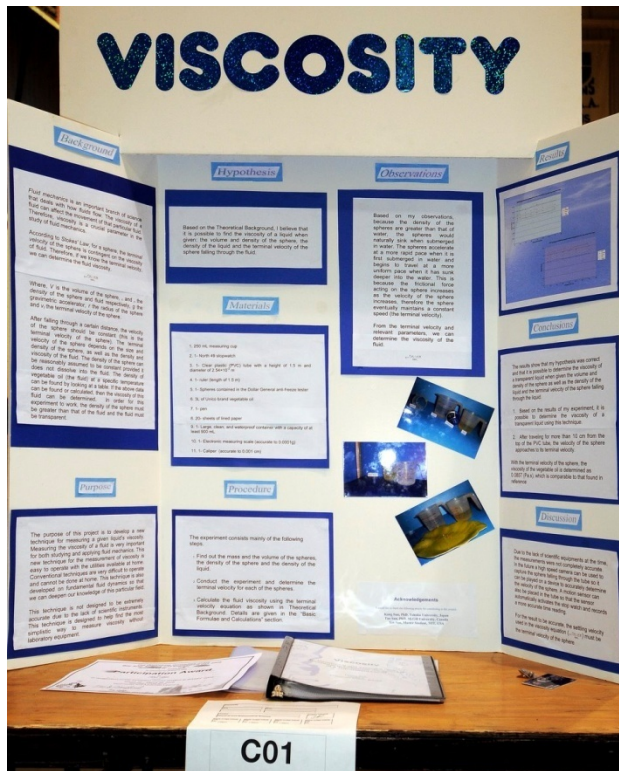
- Choose the appropriate score for the Definition and Level chosen
- Transfer number chosen to Score box

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Study, Experiment or Innovation?

EXPERIMENT:

Investigation undertaken to test one or more hypotheses.

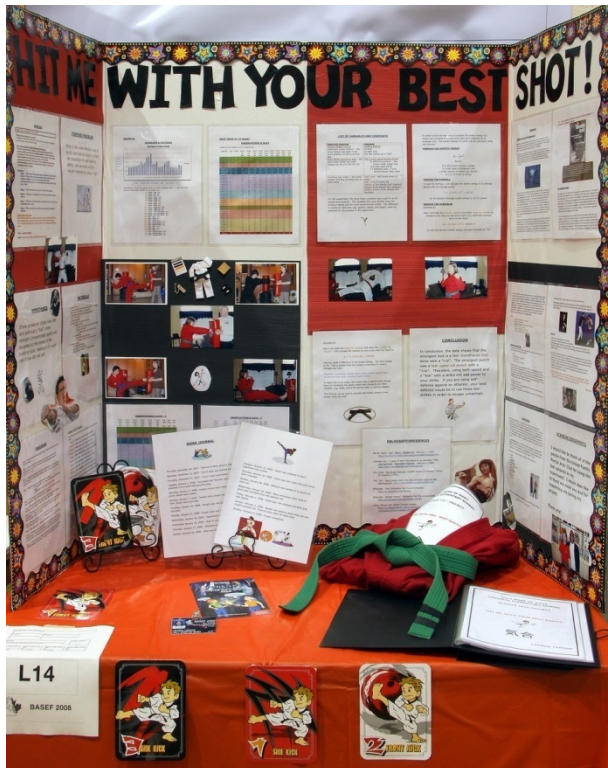


To develop and test a new technique for measuring a liquid's viscosity

Study, Experiment or Innovation?

EXPERIMENT:

Investigation undertaken to test one or more hypotheses.

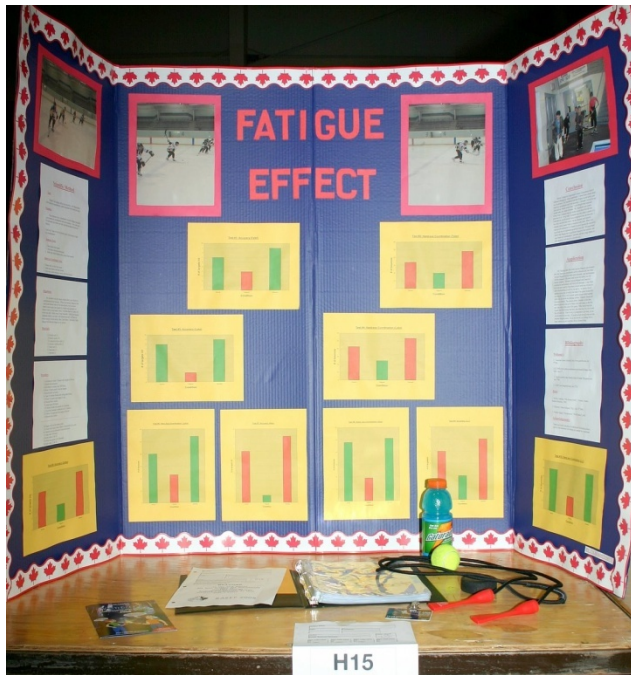


To discover the most powerful way to punch and kick an object, so that one can maximize their self-defence ability.

Study, Experiment or Innovation?

EXPERIMENT:

Investigation undertaken to test one or more hypotheses.

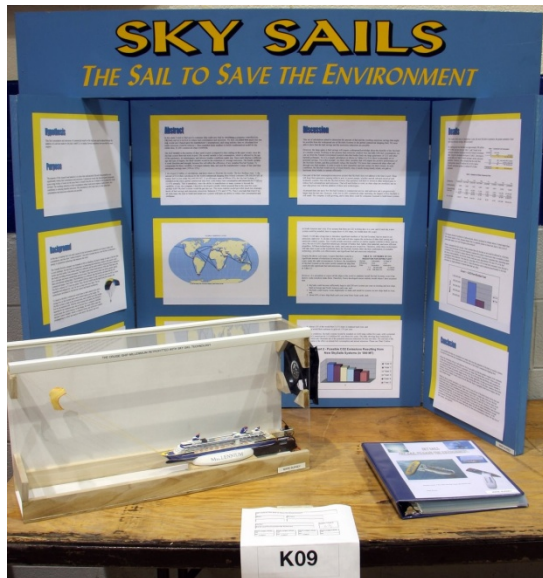


The purpose of my project was to see if fatigue would affect your hand-eye coordination and accuracy.

Study, Experiment or Innovation?

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, Experiment or Innovation?

STUDY:

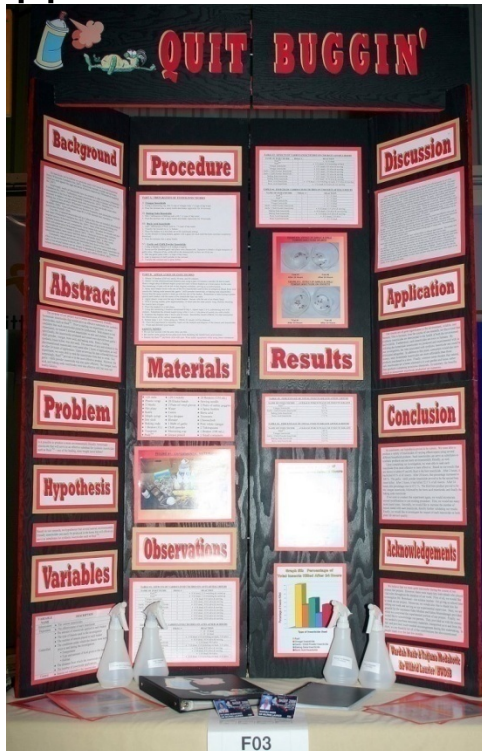
A collection and analysis of data showing evidence of a correlation, or pattern of scientific interest. Variables are identified and controlled.

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.

Study, Experiment or Innovation?

INNOVATION:

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

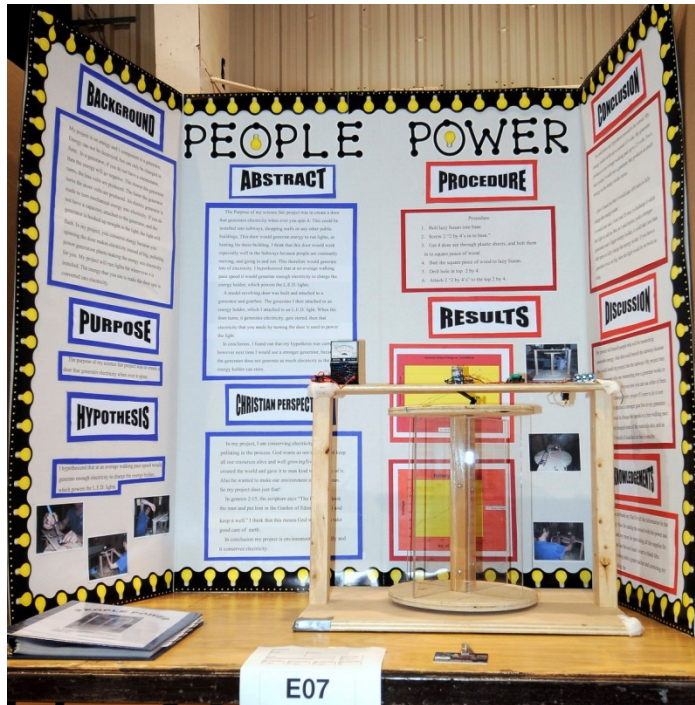


The purpose of our project is to synthesize homemade, more environmentally friendly insecticides that will serve as effective substitutes for synthetic products, such as Raid.

Study, Experiment or Innovation?

INNOVATION:

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

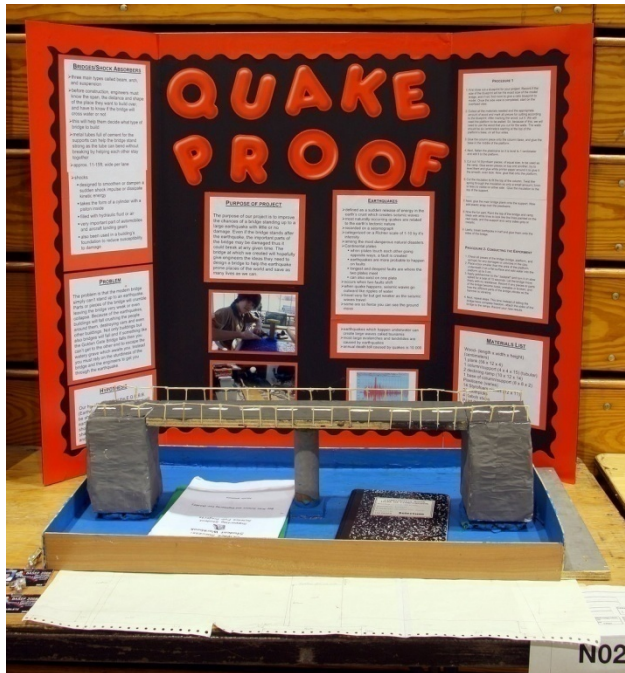


To create a door that generates electricity when ever you spin it. This could be installed into all the subways, and it would run the lights in the subway because people are constantly going through the doors. I hypothesized than average walking pace wolud generate enough electricity to do this.

Study, Experiment or Innovation?

INNOVATION:

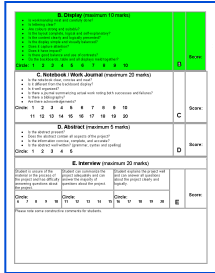
The development and evaluation of models or innovative devices, using approaches from the field of technology or engineering.



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.

Judging Form

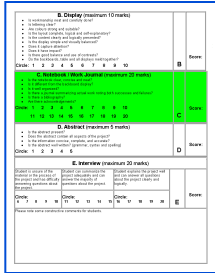


Side Two

Step Four

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

<p style="text-align: center;">B. Display (maximum 10 marks)</p> <ul style="list-style-type: none">• Is workmanship neat and carefully done?• Is lettering clear?• Are colours strong and suitable?• Is the layout complete, logical and self-explanatory?• Is the content clearly and logically presented?• Is the display simple and visually balanced?• Does it capture attention?• Does it have impact?• Is there good balance and use of contrasts?• Do the backboards, table and all displays meld together? <p>Circle: 1 2 3 4 5 6 7 8 9 10</p>	B	Score:
--	----------	--------



Judging Form

Side Two

Step Five

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

C. Notebook / Work Journal (maximum 20 marks)										C	Score:
<ul style="list-style-type: none"> • Is the notebook clear, concise and neat? • Is it different from the backboard display? • Is it well organized? • Is there a journal summarizing actual work noting both successes and failures? • Is there a bibliography? • Are there acknowledgements? 											
Circle:	1	2	3	4	5	6	7	8	9		
	11	12	13	14	15	16	17	18	19	20	

Judging Form

The thumbnail shows a judging form with four main sections: B. Display (10 marks), C. Materials Work Journal (20 marks), D. Abstract (5 marks), and E. Interview (20 marks). Each section has a list of criteria and a corresponding score box. Section D is highlighted in green.

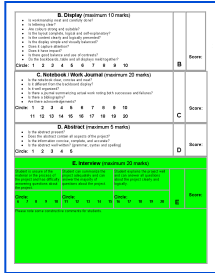
Side Two

Step Six

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

<p style="text-align: center;">D. Abstract (maximum 5 marks)</p> <ul style="list-style-type: none"> ▪ 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) <p>Circle: 1 2 3 4 5</p>	D	Score
--	----------	--------------

Judging Form



Side Two

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

Student is unsure of the material or the process of the project and has difficulty answering questions about the project.	Student can summarize the project adequately and can answer the majority of questions about the project.	Student explains the project well and can answer all questions about the project clearly and logically.		
Circle: 6 7 8 9 10	Circle: 11 12 13 14 15	Circle: 16 17 18 19 20	E	Score:
Please note some constructive comments for students.				

Judging Form

Side One

Step Eight

- Total Scores and write number in the totals box.



Project: Advanced Coding
Judge: I. Knowbeter

Project ID: **M27**

Write Project Mark here, and enter it in the Mark Sense Boxes to the right.

Fill box completely, one box per row. Make no other marks in this space.

10's																				
1's																				

Project: Advanced Coding
Judge: I. Knowbeter

Project ID: **M27**

Write Project Mark here, and enter it in the Mark Sense Boxes to the right.

Fill box completely, one box per row. Make no other marks in this space.

10's																				
1's																				

A. Scientific Thought (maximum 45 marks)

1. Select whether the project is an experiment, study, or invention. A maximum of 1.

2. Select whether the project is an experiment, study, or invention. Circle the best marking mark out of a maximum of 1.

Definition (maximum 10 marks)

Experiment (maximum 10 marks)

Study (maximum 10 marks)

Invention (maximum 10 marks)

Score

C. Notebook / Work Journal (maximum 10 marks)

D. Abstract (maximum 5 marks)

E. Interview (maximum 20 marks)

Score

NOTE: This form will be machine scanned; please DO NOT FOLD. Use this form ONLY for the Project ID printed in the B-Section.

B. Display (maximum 20 marks)

Skill (maximum 10 marks)

Dramatic Value (maximum 10 marks)

C. Notebook / Work Journal (maximum 10 marks)

D. Abstract (maximum 5 marks)

E. Interview (maximum 20 marks)

Score

B. Display (maximum 20 marks)

Skill (maximum 10 marks)

Dramatic Value (maximum 10 marks)

C. Notebook / Work Journal (maximum 10 marks)

D. Abstract (maximum 5 marks)

E. Interview (maximum 20 marks)

Score

B. Display (maximum 20 marks)

Skill (maximum 10 marks)

Dramatic Value (maximum 10 marks)

C. Notebook / Work Journal (maximum 10 marks)

D. Abstract (maximum 5 marks)

E. Interview (maximum 20 marks)

Score

B. Display (maximum 20 marks)

Skill (maximum 10 marks)

Dramatic Value (maximum 10 marks)

C. Notebook / Work Journal (maximum 10 marks)

D. Abstract (maximum 5 marks)

E. Interview (maximum 20 marks)

Score

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.

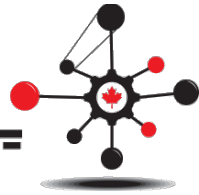
Judging Projects



- 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

BASEF



Continuation Projects Form (YSF7)

Form 4.1D Human Participants - Informed Consent Youth Science Foundation Canada
Science Project Informed Consent Form
You are invited to take part in a research study. Before you decide to be a part of this study, you need to

Form 4.1C Human & Animal Research Approval Youth Science Foundation Canada
Science Project Human/Animal Research Approval Form
This form certifies that a project involving the use of vertebrate animals, animal or human tissues, or

Form 4.1B Human Participants – Significant Risk Youth Science Foundation Canada
Application For Review of Research with Human Participants Involving Significant Risk
Print or type, attach additional sheets as necessary. Include with Project Registration and keep a copy in the

Form 4.1A Human Participants – Low Risk Youth Science Foundation Canada
Approval of Low Risk Projects involving Human Participation
(e.g., surveys of attitudes, beliefs or skill tests)

Designated Supervisor Form (YSF3)
Required for projects using hazardous materials or devices.

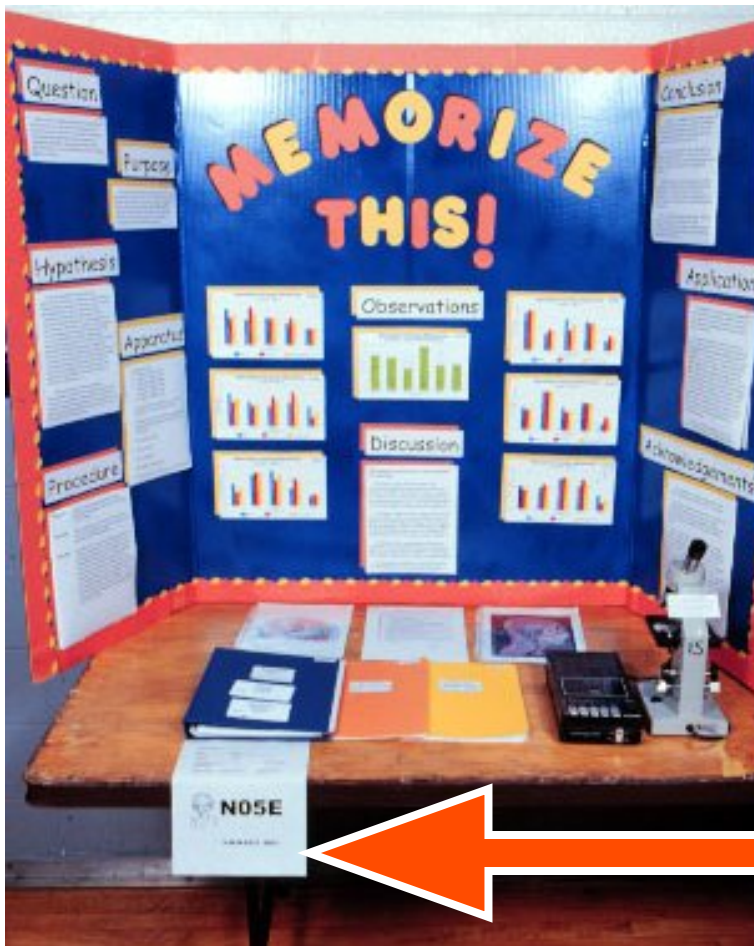
Contribution From a Recognized Institution (YSF1)
Include with BASEF Registration, and keep a copy in the Project notebook.

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



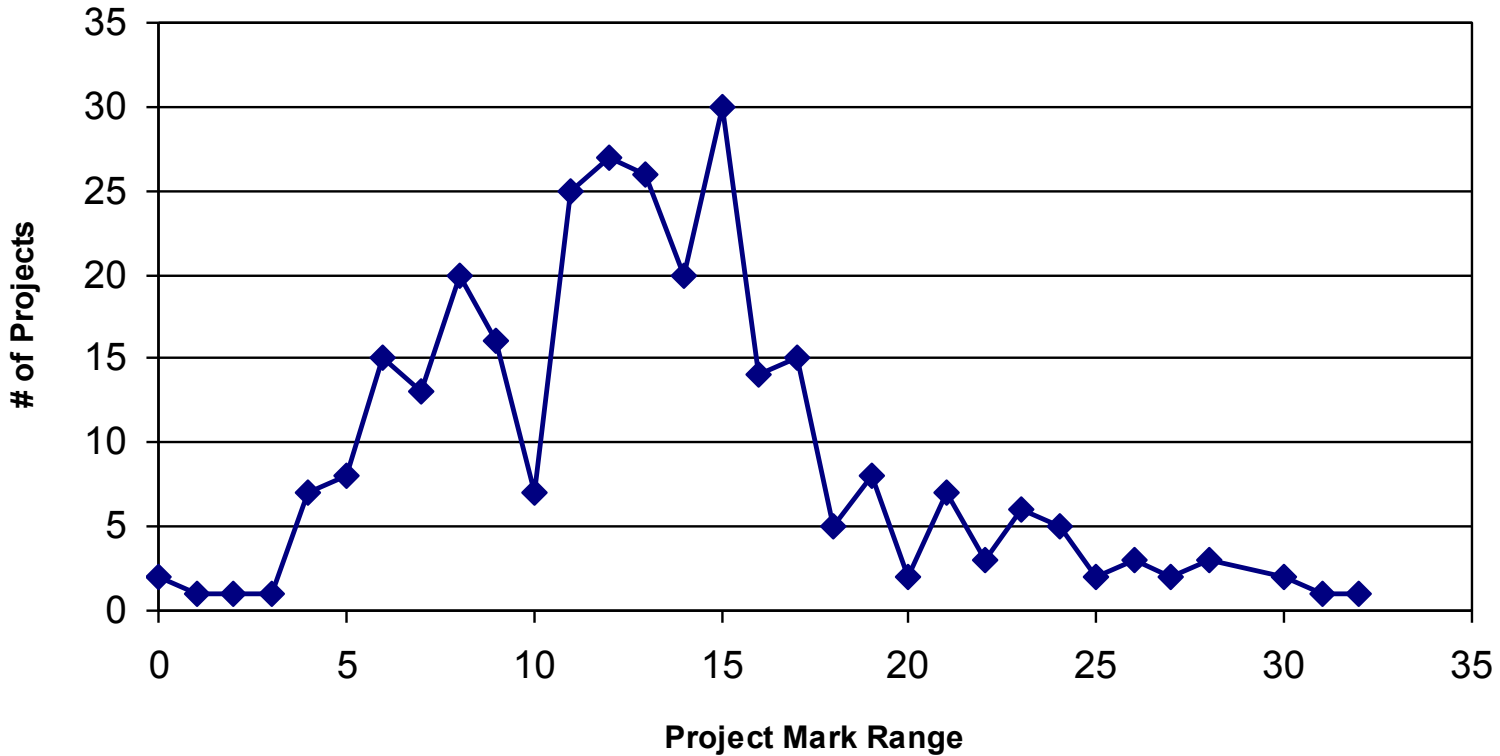
- Get there early
- Look at all of your assigned exhibits before starting to judge your exhibits
- Be aware of your scheduled interview times, as printed on your project judging forms
- Set timing goals for your exhibits.
(10-15 min per project)
- Exhibitors' understanding is as important as the project
- 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



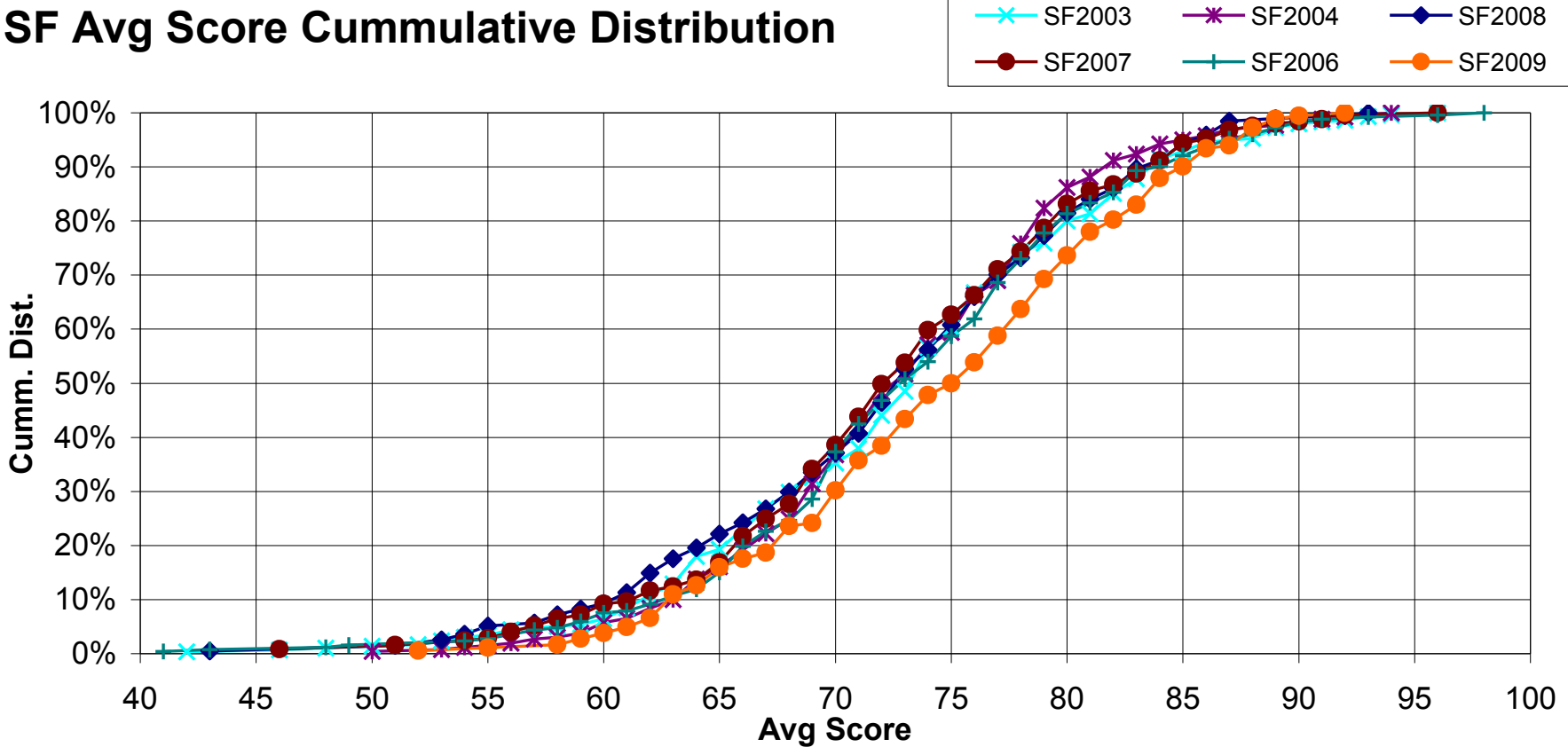
Working the Data

Distribution of Range of Project Marks



Typical Distribution of Average Project Scores

SF Avg Score Cummulative Distribution



Awards Ceremony



2014 CWSF Team



CWSF 2014

Windsor

Ontario

2014 ISEF Team



ISEF 2014
Los Angeles
California

Past Participant



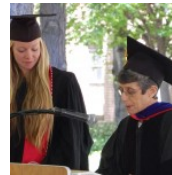
Kayla Cornale

"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



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

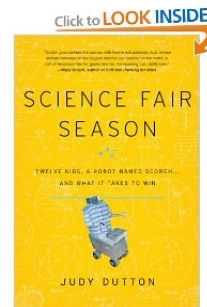


2007 CNN's Young Hero Award
Winner

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.

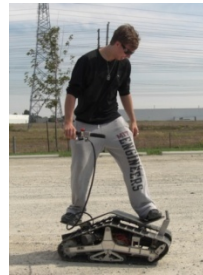




Past Participant

"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

Other Inventions:

The Shredder a "cool stand-up power sport vehicle"

The Mule a remote-controlled all-terrain vehicle



Rolling Stone
CULTURE

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

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

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Dr. Peter Child and Mrs. Ola Lunyk-Child



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Confirmed As of March 8, 2015

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