



# Project Mark Tally Form

## Reminders

Project Number: \_\_\_\_\_

- The first digit of the project number indicates the project **age category**:  
1=Primary      2=Elementary      3=Junior      4=Intermediate      5=Senior
- Project marks are earned on an **absolute scale**. Thus, on average, marks for projects from younger categories will tend to be lower than marks for projects from older categories

A. Project Summary (10 marks). Circle <u>one</u> mark per line and enter the total in Box A.		Box A /10
<b>Completeness:</b> A clear, concise description of:		
i) <u>Why</u> the project was carried out.	0 1 2	
ii) <u>How</u> the project was carried out.	0 1 2	
iii) <u>What was learned</u> from the project.	0 1 2	
<b>Clarity and continuity</b>	0 1 2	
<b>Grammar and spelling</b>	0 1 2	

B. Display Presentation (20 marks). Circle <u>one</u> mark per line and enter the total in Box B.		Box B /20
<b>Legible</b>	0 1 2 3	
<b>Grammatically correct</b>	0 1 2 3	
<b>Logical &amp; self-explanatory</b>	0 1 2 3 4	
<b>Visually balanced &amp; uncluttered</b>	0 1 2 3 4 5	
<b>Attention-grabbing</b>	0 1 2 3 4 5	

C. Oral Presentation (20 marks). Circle <u>one</u> mark at <u>one</u> level only. Enter the mark in Box C.			Box C /20
<b>LEVEL 1</b> 6 7 8 9 10	<b>LEVEL 2</b> 11 12 13 14 15	<b>LEVEL 3</b> 16 17 18 19 20	
<b>Student unsure of material or experiment process;</b> has difficulty answering questions about the project. Vocabulary used may be inappropriate/incorrect.	<b>Student can summarize project adequately</b> and answer most questions about the project. Appropriate vocabulary is used.	<b>Student explains project well</b> and can answer all questions about project clearly and logically. Shows evidence of background reading in the subject; is aware of project extensions.	

D. Creativity (15 marks). Circle <u>one</u> mark at <u>one</u> level only. Enter the mark in Box D.				Box D /15
<b>LEVEL 1</b> 0 1 2 3	<b>LEVEL 2</b> 4 5 6 7	<b>LEVEL 3</b> 8 9 10 11	<b>LEVEL 4</b> 12 13 14 15	
<b>Little imagination shown.</b> Project design simple with minimum student input. A textbook or magazine project.	<b>Some creativity shown</b> in a project of fair-good design. Standard approach using common resources/equipment. Topic is current/common.	<b>Imaginative project.</b> Good use of available resources. Well thought out. Above average approach. Creativity in design and/or materials.	<b>Highly original project or novel approach.</b> Shows resourcefulness and creativity in design, equipment use, and/or experiment construction.	

<b>Total Mark for Page 1</b> (= Box A + Box B + Box C + Box D)	<b>/65</b>
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<b>Mark from bottom of Page 1</b>	<b>/65</b>
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<b>E. Scientific Thought</b> (35 marks). Select <u>one</u> type of project and circle <u>one</u> mark at <u>one</u> level only. Enter the mark in Box E.					<b>Box E</b> /35
	<b>LEVEL 1</b> (low)	<b>LEVEL 2</b> (fair)	<b>LEVEL 3</b> (good)	<b>LEVEL 4</b> (excellent)	
<b>Project Type</b>	5 7 9 11	13 15 17 19	21 23 25 27	29 31 33 35	
<b>i. Experiment</b> Testing of a hypothesis using experiments. Identified experimental variables are controlled to some extent.	<b>Duplication of a known experiment</b> to confirm a predictable hypothesis.	<b>Extension of a known experiment</b> through modification of procedures, data gathering or application.	<b>Design &amp; implementation of an original experiment</b> with attempts to <b>control some significant variables</b> . Analysis includes graphs or simple statistics.	<b>Design &amp; implementation of an original experiment</b> that attempts to <b>control/ investigate most significant variables</b> . Non-trivial data analysis.	
<b>ii. Study</b> Collection & analysis of data to reveal evidence of fact/situation of scientific interest. May include study of cause & effect relationships or theoretical inquiry of scientific data.	Study of <b>already-published material</b> related to a basic issue.	Study of <b>material collected through compilation of existing data &amp; through personal observations</b> to address a specific issue.	Study based on <b>observations &amp; literary research illustrating various options</b> for dealing with a relevant issue. <b>Some significant variables are analyzed</b> appropriately (arithmetically, statistically or graphically).	<b>Study correlating information from a variety of significant sources</b> that may illustrate cause & effect or original solutions to current problems through synthesis. <b>Significant variable(s) are analyzed</b> in-depth.	
<b>iii. Innovation</b> Development & evaluation of innovative devices, models, techniques or approaches in technology, engineering or computers (hardware or software).	Building models or devices that <b>duplicate existing technology</b> .	Demonstration of <b>new applications for or improvements to</b> existing technological systems or equipment.	Design of <b>innovative technology or adaptation of existing technology</b> that will have human benefit &/or economic applications.	Integration of <b>several technologies, inventions or designs</b> to construct an innovative technological system that will have human &/or commercial benefit.	
<b>iv. Demonstration</b> (Primary/Elementary only) Illustrates known scientific principle. Does not investigate or prove an idea but shows understanding of concept. May involve re-testing a known experiment.					

<b>Total Project Mark</b> (= mark from page 1 + Box E)	<b>/100</b>
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**Comments:**

Name (print): \_\_\_\_\_ Team #: \_\_\_\_\_ Signature: \_\_\_\_\_