



Ottawa Regional Science Fair
ORSF • ESRO
Expo-sciences régionale d'Ottawa

JUDGING HANDBOOK

Updated: Jan 2026

Adapted from the Calgary Youth Science Fair Judging Handbook.

CODE OF CONDUCT

*By serving as a judge, individuals agree to uphold this Code of Conduct and support a **safe, fair, and inspiring** science fair experience for all students. **Failure to follow this Code may affect your eligibility to serve as a judge at future events.***

COMMITMENT TO EDUCATIONAL VALUES

Judges recognize that:

- The primary purpose of the science fair is **learning and growth**;
- Winning is secondary to **curiosity, effort, and scientific exploration**.
- **Every** student deserves recognition and praise for participation and hard work.

PROFESSIONALISM

Judges will:

- Present themselves **professionally** and **conduct themselves appropriately** for a **school-based academic** event in appearance, language, and behaviour.
- Treat all students, volunteers, and fellow judges with **respect** and **courtesy**.
- Maintain a **positive, encouraging**, and **patient** attitude.
- Follow all [**safety rules from the Ottawa Regional Science Fair**](#) (ORSF), its partners, and the venue, and report concerns promptly.

FAIRNESS & IMPARTIALITY

Judges will:

- Evaluate projects solely on approved [**judging criteria and rubrics**](#) or, for Special Awards, the direction of ORSF Committee Members.
- Apply judging standards **consistently** across all projects within an age group.
- **Avoid favoritism or bias** based on school, ethnicity, age, gender, appearance, or presentation style.
- **Disclose any conflicts of interest** (e.g. judging a relative, close acquaintance, or mentee) and recuse themselves if necessary.

INSPIRING PARTICIPANTS

Judges will:

- Encourage students to explain **their own understanding and scientific exploration**.
- **Avoid questions that are unnecessarily confrontational or intended to embarrass, intimidate, or undermine**.
- **Avoid questions or comments related to a student's appearance, or presumed gender or ethnicity**.
- **Be considerate** of students who are shy, nervous, or have communication differences.
- **Consider the student's grade level and age** when evaluating project complexity and depth of understanding.

ETHICAL CONDUCT

Judges will:

- Avoid discussing judging outcomes or comparing entries in spaces **where conversations can be overheard by participants or non-judge attendees**.
- **Maintain confidentiality** of scores, comments, and judging discussions during and following the event.
- **Report potential rule violations or safety concerns to fair officials**.

SCORING & FEEDBACK INTEGRITY

Judges will:

- Score projects **honestly** and **independently**.
- **Provide positive, constructive, age-appropriate feedback**.
- **Work cooperatively with other judges** and respect differing opinions during deliberations.

JUDGES ARE **NOT** TO SHARE PERSONAL CONTACT INFORMATION WITH PARTICIPANTS.

This policy is in place to ensure:

- **Liability protection** for judges and event organizers.
- **Compliance** with school district and child protection policies.
- **Professional boundaries** between judges and participants and to avoid the perception of judging inequities.

Judges who choose to share contact information with participants do so *independently and outside the guidance of the Ottawa Regional Science Fair*. For their own personal protection, judges are strongly encouraged to follow these guidelines if they choose to share contact information (e.g. regarding a mentoring or co-op study opportunity):

- **Judges should never ask a participant for their contact information.**
- **Only institutional emails** should be shared (e.g., university or company addresses).
- Contact information should be shared with parent(s), guardian(s), or teacher(s), not directly with participants.

ABOUT THE OTTAWA REGIONAL SCIENCE FAIR

BACKGROUND

The Ottawa Regional Science Fair (ORSF) is a **registered charity and non-profit organization** that hosts an annual science fair for elementary and secondary students in Ottawa and surrounding areas. Founded in 1960, the ORSF is run by a **volunteer committee** of 15-20 members. The fair's annual budget of roughly \$50,000 is funded through donations, sponsorships, and registration fees, and covers event logistics, materials, and awards, including travel and registration costs for projects advancing to the [Canada-wide Science Fair](#).

Our Projects & Participants

In 2025, ORSF showcased over 200 projects in both official languages.

Participants must be under 21 years of age and enrolled in grades 7-12 in Ottawa-Carleton region schools (public, private, or equivalent). Each school may send up to 10 projects per age category: Junior (Grades 7 and 8), Intermediate (Grades 9 and 10), and Senior (Grades 11 and 12). Projects must be the work of the presenting student(s), with group projects limited to two students.

All projects must follow [ORSF Rules & Regulations](#) (including Safety Guidelines) and **must pass an on-site safety check** to be eligible for participation.

DATES & LOCATION

- **Event:** March 27 – 28, 2026
- Project judging and public viewing: All day Friday and Saturday morning
 - **Carleton University Fieldhouse located at 85 University Dr.**
- Awards Ceremony: **Saturday afternoon**
 - **Ravens' Nest at 9376 University Dr.**

The ORSF thanks Carleton University for its ongoing and generous support of this event.

IMPORTANT CONTACTS

Contact information for all ORSF Committee groups is available on the [ORSF website](#).

- **Before Event:** All / Any judging inquiries - Judging@ORSF.ca
 - Emails requiring Chief Judge input will be forwarded as necessary.
- **During the event:** On-site judging coordinators will be available in the Judges' Green Room
- **“During Event” Emergency Contact:** Please call the **ORSF Emergency Line** provided in your judging confirmation email. Email judging@ORSF.ca to receive the number at any time.

ONSITE INFORMATION FOR JUDGES

ALL JUDGES *MUST* REGISTER VIA THE [YSC PORTAL](#) -

[HTTPS://PORTAL.YOUTHSCIENCE.CA/SHORT/kPoly](https://portal.youthscience.ca/short/kPoly)

For registration issues or accommodation requests, contact judging@orsf.ca. Personal information provided during registration will be used for name tags and judging assignments.

EXPECTATIONS FOR JUDGES

Judging is an integral part of the fair experience for our participants - it is *essential* that students leave feeling positive about themselves, their projects, and STEM.

By agreeing to serve as a judge, you commit to following the [Judging Code of Conduct](#) and fulfilling your assigned duties. *Failure to do so may affect your eligibility for future events.*

If you are unable to attend / fulfill your assigned duties!

- Notify judging@orsf.ca as soon as possible.
- *If during the convention hours*, please contact the **ORSF Emergency Line**.

TYPICAL SCHEDULE

Detailed individual schedules will be available via the [YSC Portal](#) following project assignment.

FRIDAY – ALL-PROJECT JUDGING AND PUBLIC VIEWING

Plan to arrive by 10:45 - contact the ORSF Emergency Line if you are delayed by > 1hr.

- **10:30 to 10:50 - Registration**
 Follow the signs to the [Judges' Green Room](#) (Carleton Athletics Center - 1125 Colonel By Dr.) to pick up your judging package, grab a coffee, and meet your Judging Team.
- **11:00 to 11:45 - Orientation**
 The Chief Judge will review onsite procedures and changes in policies. *All judges, regardless of experience, are expected to attend the orientation.*
- **12:00 to 13:00 - Project Preview**
 Judges have an hour to locate their assigned projects and get a general sense of projects within age/challenge categories without students present.
- **13:00 to 16:00 - Judging**
 Spend **~10mins** at each project, expect 5mins presentation and 5 mins interview. Judges are expected to interview and evaluate each project **INDIVIDUALLY** as this provides the most equitable fair experience for participants.
- **16:00 to 16:30 - Judging Team Meetings / Discussions**
 After completing your individual evaluations, meet your Judging Team in the judging-reserved areas of the Field House or Judges' Green Room to discuss. Individual judging scores **do not** need to agree **specifically** but should be broadly aligned.
- **16:30 onward - Write Up Feedback / Submit Judging Forms / Review Add. Projects**
 It is particularly important for judges on Friday to provide feedback as participants can adjust their presentations before top-project judging on Saturday. **Please speak to the onsite judging coordinators if you have time to review additional projects!**

SATURDAY – TOP-PROJECT JUDGING AND AWARDS CEREMONY

Plan to arrive by 8:10 - contact ORSF Emergency Line if you will be delayed by > 1 hour.

- **8:00 to 8:30 - Registration**
 Pick up your judging package, grab a coffee, and review your assignments.
- **8:30 to 9:00 - Orientation**
 The Chief Judge will review judging assignments and specific awards. ***All judges, regardless of experience, are expected to attend the orientation.***
- **9:00 to 11:30 – Top-Project and Special Award Judging**
 Secondary judging of projects shortlisted to win grand awards or requiring additional scoring and judging for Special Awards.
- **11:30 to 12:00 – Judging Team Meeting**
 Meet your Judging Team in the judging-reserved areas of the Field House or Judges' Green Room to discuss.
- **12:30 to 13:30 - Awards Ceremony**
All judges are welcome to attend the Awards Ceremony and Keynote Speech in the Ravens' Nest (9376 University Dr.).

PARKING

The ORSF does not cover parking expenses for judges (or other volunteers) and cannot be held responsible for any fines or tickets incurred. Paid parking is available near the Carleton Athletics Center (1125 Colonel By Dr.) where the fair is held. **We recommend parking in Lot 5 for easy access to the Judges' Green Room.**

Parking must be paid in advance using a major credit card at onsite payment machines, with one conveniently located at the entrance to the Athletics Center. Information on parking rates is available via the [Carleton website](#).

JUDGES' GREEN ROOM

Located within the Carleton Athletics Center to the right of the main service counter. Wayfinding signs will be installed at building entrances.

Food is provided onsite for judges while supplies last to accommodate a wide variety of dietary needs. Specific requests can be sent to judging@orsf.ca, but accommodation may be limited.

- Snacks (e.g. granola bars and juice boxes) are available throughout the day.
- **Friday:** Coffee, pop, and a light lunch (e.g. pizza and chips)
- **Saturday:** Coffee, juice, and a light breakfast (e.g. eggs and muffins)

Wi-Fi

ORSF does not provide Wi-Fi access.

THE JUDGING EXPERIENCE

JUDGING IN BRIEF

Questions or concerns? Email judging@orsf.ca or speak to a judging coordinator onsite.

- If you feel there has been an error in your assignments (e.g. a mismatch between language or experience profiles), please inform a judging coordinator ASAP.
- All judges will be provided a *Judging Package* at registration, which will include:
 - Name tag (from YSC Portal info)
 - [ORSF Project Judging Forms](#) (for assigned projects)
 - [CWSF Project Judging Rubric](#)
 - [ORSF Interview Resource](#)
 - *Suggested interview schedule*
- Additional supplies (e.g. pens, extra forms) are available in the Judges' Green Room.
- **Projects are judged by the *quality of the scientific approach*, not the achievement of the *correct outcome*.**
- Judges are expected to interview and evaluate each project **INDIVIDUALLY**.
- **Engage students in the language of the project title (i.e. EN/FR)** unless directed otherwise.
 - If a student indicates a need for accommodation related to their presentation, ask how they'd like to proceed and support their individual needs. You are also welcome to request additional support from an onsite judging coordinator.
- Judges do not **need** to follow their *suggested interview schedules*, but are responsible for allocating sufficient time to evaluate each project and to coordinate their interviews within their Judging Team.
 - You should spend **~10mins** at each project, **~5mins listening to the presentation and ~5 mins asking questions**.
- Assign scores using the provided [ORSF Project Judging Form](#) and [CWSF Project Judging Rubric](#)
- Please consider your onsite visibility while judging - **we strongly recommend waiting to assign scores until you have physically moved away** from the project in question and keep scoring discussions to the designated judging areas.
- **All feedback should be positive, constructive, and helpful!**
- It is particularly important for judges on Friday to provide feedback as participants can adjust their presentations before top-project judging on Saturday.
- **Please speak to the onsite judging coordinators if you have time to review additional projects!**

JUDGING IN DETAIL

CWSF PROJECT JUDGING RUBRIC

[See Appendices / Attachments](#)

ORSF PROJECT JUDGING FORM

[See Appendices / Attachments](#)

EVALUATING PROJECTS (I.E. WHAT MAKES A GOOD PROJECT?)

THE SCIENTIFIC METHOD

Projects should demonstrate a thorough understanding of the **scientific method** and include:

- **a reasonable hypothesis** defined *after* completing background research
- **relevant research** (often including experiments) conducted to evaluate the hypothesis
- **a logical conclusion** relating directly to the hypothesis
- **a discussion and explanation of the results** (unexpected or expected), including ideas on how the project might be expanded and how results might be applied

EXPERIMENTAL PROJECTS

- These projects involve an **investigation undertaken to test a scientific hypothesis using experimentation**.
- When judging experimental projects, **you are *not* judging for scientific accuracy, but rather whether the students have employed the scientific method correctly** and whether **their observations and conclusions are consistent** with the data collected.
 - Students should not be penalized for not being aware of all scientific theories which may apply to their experiment.

PROJECT DESIGN

- **Problem/Purpose:** a concise statement of what is to be investigated.
- **Hypothesis:** what the student predicts will be the result of the experiment. The statement is a 'best guess' as to what is going to happen and why based on existing knowledge and any background research.
- **Background Information:** This is the research that the student has conducted on the project prior to conducting the experiment. The information should be in the logbook and/or their backboard and include research notes and a list of references from credible sources.
- **Variables:** The student must recognize and list the variables impacting their experiment on their backboard. The student should be able to identify the fixed, manipulated, and responding variables of the experiment.
 - **Fixed or controlled variables** are values and quantities that are kept constant and do not change throughout the entire experiment.
 - **Manipulated (independent) variable(s)** are changed in the experiment by the student to produce possible changes in the responding variables. Ideally, only one variable should be manipulated per experiment.
 - **Responding (dependent) variable** is what changes when another variable is manipulated. This is what the students are measuring during their experiment.
 - **Example:** The plants grew taller after the amount of available light was increased. The light level is the manipulated (independent) variable, the height of

the plants is the responding (dependent) variable and the room temperature, type of soil, seeds and the quantity of water are examples of fixed variables.

- **Procedure/Method:** This should be stated clearly and in sufficient detail that the experiment can be duplicated exactly using the directions given. **There should be at least three trials.** There should **be a control sample** that is not manipulated.
 - **Example:** In testing to see which of 4 detergents washed best, the student took 15 pieces of the same kind of cloth and stained them identically. One piece was used as a control sample and washed in water. Three pieces were then washed in detergent A, and then another 3 in detergent B and so forth. This constitutes one trial with a sample size of 3. The experiment is repeated twice more to give a total of 3 trials.
- **Materials:** They must be listed separately on the backboard or be included in the procedure.
- **Data/Observations:** These are the observations and raw data collected at the time of the experiment and recorded either manually or digitally. They should be clearly displayed on the backboard in tables or charts. The charts/graphs should be clearly labeled and include the proper units of measurement.
- **Interpretation:** The student(s) should be able to explain how the raw data relates to the problem/purpose. This may include calculations, charts, graphs, or an explanation of the raw data. What were their variables? Why are their results important? Are there practical applications for their research? How can the experiment be expanded or taken further?
- **Experimental Error:** Students should be able to give potential sources of error either verbally or summarized on the backboard. They should recognize sources of error and be able to explain how these errors would have affected their project.
- **Conclusion and summary remarks:** These remarks should make reference to the problem/purpose and hypothesis. Was their hypothesis correct?

DELIVERABLES

- **Logbook:** Participants should have a handwritten or digital record of their research available for review. It should contain
 - all background research (books read, contacts made, etc.),
 - steps taken,
 - experiment setup and progressive iterations if changes were made
 - data and observations (including raw / rough values)
- **Backboard /Poster:**
 - Project backboards should be tidy and legible with the experiment presented in its entirety, in a clear, logical manner.
 - **No discrimination should be made between materials written up on the computer or written by hand.**
 - You may acknowledge a backboard that was done in a particularly creative or visually appealing way.

Non-EXPERIMENTAL PROJECTS (I.E. INNOVATION OR STUDY))

- Both Study and Innovation projects involve a considerable amount of research and may include **literature surveys**, construction models, computer programming projects, engineering design, and case studies.

INNOVATION PROJECTS

- These focus on the **development and evaluation of innovative devices, models or techniques in technology**, engineering, or computers (hardware or software).
- The student should demonstrate an understanding of the properties of the materials/methods used and the reasons for choosing them.
- An understanding of the effectiveness of the design is essential.
 - The innovation should be tested and modified if shortcomings are noted.

STUDY PROJECTS

- These projects involve **the collection and analysis of data to reveal evidence of a fact or a situation of scientific interest**.
 - E.g. literature surveys, model development, or theoretical case studies.
- **The information evaluated should be of considerable depth, quantity and variety.**
- The scope of the topic (whether far-reaching or of very narrow focus) should be understood by the student.
- The gathered data needs to be critically analyzed and interpreted by the student and the progress of their research should be chronicled in their logbook.

PROJECT DESIGN

- **Research Topic:** The student should have this clearly stated and it should be evident throughout the project.
- **Research:** The student should obtain information from several credible sources, including books and articles, and, where possible, talked with experts in the field.
 - Students should provide an explanation for conflicting information. If two sources of information say two different things, the students should provide reasons why they chose one over the other, or why both could be correct.
- **Logical explanation of the findings:** Ideally this should include applications of the research (i.e. Why are people studying this subject?) and areas of future research related to the subject.

DELIVERABLES

- **Research report:** This should be detailed and the students should be able to answer questions on the material in the report.
- **Logbook:** record of all their research notes, including a bibliography of references consulted and reference contact information as appropriate
- **Model** (where applicable): Students should be able to explain the model and how it works. An exceptional project will include limitations of the model's use.

INTERVIEWING WITH INTENT

- Remember, **your goal is to evaluate the student(s) scientific approach**, not whether they achieved the correct response / results.

PRESENTATION (5MINS):

- Judges should interview and evaluate each project **INDIVIDUALLY** for fairness.
- Smile, introduce yourself, and invite the student(s) to present ("Could you tell me about your project?").
- **Engage students in the language of the project title (i.e. EN/FR)** unless directed otherwise.
- Listen actively to the student(s), if taking notes – look up occasionally for eye contact.
- Be friendly and open; help students feel at ease.

DISCUSSION (5MINS):

- After the presentation, summarize the project to give the student(s) a chance to correct any misconceptions (and to show you were listening).
- Make sure you speak to them at an age-appropriate level.
- End your interview with **thanks and a positive comment**.

ORSF PROJECT INTERVIEW RESOURCE

[See Appendices / Attachments](#)

EVALUATION (I.E. SCORING)

- Judges must use the [ORSF Project Judging Form](#) and [CWSF Project Judging Rubric](#), unless otherwise directed for Special Awards.
- Judging scores are assigned using a criteria ranking system (e.g. 4H, 4M, 4L...) with the average score based on the number of evaluations weighted following CWSF guidelines (below) to produce final scores.
 - Scientific Thought: 50%
 - Originality / Creativity: 33%
 - Communication: 17%
- Please consider your onsite visibility while judging - **we strongly recommend waiting to assign scores until you have physically moved away** from the project in question and keeping scoring discussions in judging-reserved spaces.
- You may encounter the 'same' project topic several times, but that doesn't mean they are all equally researched, executed, or presented.
- Be consistent in your marking - marking too hard penalizes good projects, while marking too easy may result in inappropriate award distribution.
- Be open to changing your scores after viewing more projects and discussing with your Judging Team.
- Individual judging scores do not need to align, however Teams with substantial differences should consider re-interviewing the project (as time allows) or requesting support from the **onsite judging coordinators**
 - Additional judges may be assigned following initial scoring for a broader opinion.

FEEDBACK

All students who participate in the ORSF have worked hard and have done their best.

IT IS IMPORTANT THAT STUDENTS LEAVE FEELING POSITIVELY ABOUT THEIR EXPERIENCE.

- Judging comments are the **only** way the students receive feedback on their projects and presentations, as they don't see their marks.
- It is particularly important that Friday judges provide feedback as this is an opportunity for participants to potentially improve before judging for awards on Saturday.
- **All feedback should be positive, constructive, and helpful!** Judges are recommended to use the **Constructive Sandwich Technique** (below).

CONSTRUCTIVE SANDWICH TECHNIQUE

- Uses a positive and encouraging framework to 'sandwich' constructive guidance between positive statements
- Constructive guidance should be **specific, actionable, and focus on outcomes**, not the student.
- **Example:**
 - "It was a good idea to present your results in a graph." (POSITIVE)
 - "When using a graph, it's important to label the axes so people reading know what is being measured. (Specific – Actionable – Outcome Focused)
 - "You did a good job verbally explaining the graphs, which made it very clear that you used them to show the relationship between A and B. That was well done!" (Positive)

Useful Words: original, excellent, well thought out, unique, exceptional, creative, clever, impressive, valuable, remarkable, ingenious, amazing, commendable, enthusiastic, intelligent, interesting, inspiring, resourceful, capable, innovative, well prepared, imaginative, hard work, worthwhile, meticulous, admirable, well presented, superb

Words to Avoid (where possible): boring, mediocre, too easy, too simple, inferior, simplistic, unacceptable, questionable, unprepared, uninteresting, poor.

TIPS FOR TRICKY SITUATIONS

Don't hesitate to speak to the onsite judging coordinators if you have any concerns or questions.

- **Situation #1: Technology fails (e.g. laptop or device won't turn on) or presentation requires a banned component (e.g. food-based demonstrations)** Consider...
 - Ask if they want to delay judging while they look to resolve the issue / address the concern.
 - Remind them that missing a key element (e.g. logbook / raw data) may impact their results
 - Ask them to describe what should be seen / experienced.

JUNIOR PROJECTS

- **Situation #1: Student tackled a complex project and didn't really understand it.** Consider...
 - One of the ORSF goals is to encourage interest in STEM – if the student demonstrates an understanding of the subject, we're happy.
 - Acknowledge that they chose a complex project and commend them for trying.
 - Make specific reference to something they have done well.
 - Point out that it would be perfectly acceptable to choose one aspect of a complex subject for a project in the future, possibly to be followed by other aspects of the same complex subject in succeeding years.
- **Situation #2: The student admits the parents did all the work. / On questioning, the student does not know the material.** Consider...
 - Compliment them on the components of the project they understood.
 - Offer encouragement to come back next year.
- **Situation #3: Student presents a very high-level project, the student appears to know all the material and is very enthusiastic.** Consider...
 - Don't judge too quickly that they had help - give the student a chance to show what they know.
 - You may wish to ask questions related to demonstrating their understanding.

SENIOR PROJECTS

- **Situation #1: Students do not really comprehend the complexity or depth of the topic they have chosen.** Consider...
 - Congratulate the students on their effort in attempting such a project.
 - When questioning move from their existing level of comprehension and work together towards a higher-level understanding.
 - Ask a few 'What would happen if...?' and 'How would we find out?' questions.
 - Using this approach, you will at least be able to discover if the students have a grasp of the scientific principles and method.
 - Suggest that for next year's project they select an aspect of this topic to study.
- **Situation #2: You suspect that the student did not do all (or any) of the work.** Consider...
 - Try to establish a friendly relationship and ask questions related to the project, but not directly demonstrated in the work.
 - If it is obviously not the student's work, be supportive. It's quite likely the student does not want to be there in the first place.
- **Situation #3: Two students worked on the project and only one talks or answers questions.** Consider...
 - Make a point of directing questions to the silent partner.
 - If the talker constantly interrupts, remind them that you asked the partner.
- **Situation #4: The project is terrific, presentation is brilliant, but you don't have the slightest idea what they are talking about!** Consider...
 - Take a deep breath and calm down.
 - Don't hesitate to point out you are not too familiar with the topic.
- **Remember, you are there to determine if the student has used a scientific approach to answering a question, not to judge whether they got the facts right.**

APPENDICES

ORSF PROJECT JUDGING FORMS

<p>Project Judging Form Ottawa Regional Science Fair</p> <p>Project Judging Form Ottawa Regional Science Fair</p> <p>Use the rubric to assign a Level (1 to 4) to Parts A, B, and C of the project. In addition to the Level, please enter a rating Low (L), Medium (M), or High (H) that reflects the quality of the project relative to other projects you have assigned the same level.</p> <table border="1" style="width: 100%;"> <tr> <td colspan="2">PART A: SCIENTIFIC THOUGHT</td> </tr> <tr> <td><input type="text"/></td> <td>*</td> </tr> <tr> <td>Level (1 - 4)</td> <td>Rating (L / M / H)</td> </tr> <tr> <td colspan="2">PART B: ORIGINALITY & CREATIVITY</td> </tr> <tr> <td><input type="text"/></td> <td>*</td> </tr> <tr> <td>Level (1 - 4)</td> <td>Rating (L / M / H)</td> </tr> <tr> <td colspan="2">PART C: COMMUNICATION</td> </tr> <tr> <td><input type="text"/></td> <td>*</td> </tr> <tr> <td>Level (1 - 4)</td> <td>Rating (L / M / H)</td> </tr> <tr> <td colspan="2">JUDGE NAME (FIRST LAST)</td> </tr> <tr> <td colspan="2"><input type="text"/></td> </tr> </table> <p>FEEDBACK FOR THE FINALIST(S)</p> <p>Strengths</p> <p><input type="text"/> <input type="text"/></p> <p>Recommendations</p> <p><input type="text"/> <input type="text"/></p>	PART A: SCIENTIFIC THOUGHT		<input type="text"/>	*	Level (1 - 4)	Rating (L / M / H)	PART B: ORIGINALITY & CREATIVITY		<input type="text"/>	*	Level (1 - 4)	Rating (L / M / H)	PART C: COMMUNICATION		<input type="text"/>	*	Level (1 - 4)	Rating (L / M / H)	JUDGE NAME (FIRST LAST)		<input type="text"/>		<p>Ottawa Regional Science Fair ORSF-ESRO Expo-sciences régionale d'Ottawa</p> <p>Formulaire de notation de projet Expo-sciences régionale d'Ottawa</p> <p>Utiliser les descriptions pour vous aider à établir un niveau (1 - 4) pour les parties A, B et C du projet. En plus d'établir une note de bas (B), moyen (M), ou haut (H) pour refléter la qualité du projet relativement aux autres projets que vous avez attribués au même niveau.</p> <table border="1" style="width: 100%;"> <tr> <td colspan="2">PARTIE A : VALEUR SCIENTIFIQUE</td> </tr> <tr> <td><input type="text"/></td> <td>*</td> </tr> <tr> <td>Niveau (1 - 4)</td> <td>Note (B / M / H)</td> </tr> <tr> <td colspan="2">PARTIE B : ORIGINALITÉ ET CRÉATIVITÉ</td> </tr> <tr> <td><input type="text"/></td> <td>*</td> </tr> <tr> <td>Niveau (1 - 4)</td> <td>Note (B / M / H)</td> </tr> <tr> <td colspan="2">PARTIE C : COMMUNICATION</td> </tr> <tr> <td><input type="text"/></td> <td>*</td> </tr> <tr> <td>Niveau (1 - 4)</td> <td>Note (B / M / H)</td> </tr> <tr> <td colspan="2">NOM DU OU DE LA JUGE (PRÉNOM NOM DE FAMILLE)</td> </tr> <tr> <td colspan="2"><input type="text"/></td> </tr> </table> <p>COMMENTAIRES DESTINÉS AU(X) FINALISTE(S)</p> <p>Points forts</p> <p><input type="text"/> <input type="text"/></p> <p>Suggestions</p> <p><input type="text"/> <input type="text"/></p>	PARTIE A : VALEUR SCIENTIFIQUE		<input type="text"/>	*	Niveau (1 - 4)	Note (B / M / H)	PARTIE B : ORIGINALITÉ ET CRÉATIVITÉ		<input type="text"/>	*	Niveau (1 - 4)	Note (B / M / H)	PARTIE C : COMMUNICATION		<input type="text"/>	*	Niveau (1 - 4)	Note (B / M / H)	NOM DU OU DE LA JUGE (PRÉNOM NOM DE FAMILLE)		<input type="text"/>	
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Niveau (1 - 4)	Note (B / M / H)																																												
PARTIE C : COMMUNICATION																																													
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Niveau (1 - 4)	Note (B / M / H)																																												
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CWSF PROJECT JUDGING RUBRIC

Project Judging Rubric Canada-Wide Science Fair		Youth Science Canada Sciences jeunesse Canada	
Use this rubric to assign a level (4, 3, 2, or 1) against the criteria for the project. In addition to the level, please enter a single letter rating: H (High), M (Medium), or L (Low) that reflects the quality and strength of the project relative to other projects you have assigned the same level.			
SCIENTIFIC THOUGHT			
Level (1-4) and rating (H/M/L) assessment may include the following criteria: project structure; appropriateness of research methodology; understanding/ correspondence of the content to the question/problem, goals and objectives; technical skills; thoroughness and effort; concordance of conclusions/evaluations to results obtained; honest evaluation of academic or practical value.			
DISCOVERY			
The project seeks to add new knowledge by carrying out original research, or by synthesizing and analyzing data from a variety of sources.	The project seeks to solve a practical problem by developing and evaluating a new device, studying a model of a real-world system, or devising a new technique or method to address shortcomings of existing techniques or methods.		
LEVEL 4 (most impressive)			
Devise and carry out original experimental research in which most significant variables are identified and controlled, and synthesize data from a variety of sources to develop new insight and draw new conclusions. The data analysis is thorough and complete. Conclusions are clearly described/presented and connected back to the data that justifies them.	Integrate several technologies, inventions, social/behavioural interventions, or design and construct an innovative application, or propose new theory that can have human and/or commercial benefits. Projects that propose a new product, method or theory are evaluated completely and realistically. Honest comparisons are made to alternative or previous solutions where possible.		
Statements about the significance of the work (including human benefit, advancement of knowledge, or economic applications) are supported by the information presented and show awareness of context. For projects incorporating Indigenous Traditional Knowledge, the importance to the land and community are clear, and the project demonstrates a holistic approach to knowledge creation. Suggestions for future work are realistic and justified by the results of the current project.			
LEVEL 3			
Design and carry out original experiment, identify the significant variables and attempt to control them, or synthesize data from a variety of sources to strengthen or extend existing conclusions. Analyse the results using appropriate, graphical or statistical methods. Statements about the significance of the work are mostly supported by the information presented and show some awareness of context. For projects incorporating Indigenous Traditional Knowledge, the project has demonstrable importance to the land and community and takes a holistic approach to knowledge creation.	Design and build innovative technology, or provide adaptations to existing technology or to social/behavioural interventions, or extend or create new theory. Human benefit, advancement of knowledge, and/or economic applications should be evident. For projects incorporating Indigenous Traditional Knowledge, the project has demonstrable importance to the land and community and takes a holistic approach to knowledge creation.		
LEVEL 2			
Exhibit known experiment with modest improvements to the procedures, data gathering and possible applications, or synthesize data from a variety of sources to confirm existing conclusions. Statements about the significance of the work are somewhat supported by the information presented and show a little awareness of context. For projects incorporating Indigenous Traditional Knowledge, the project may have importance to the land and community and is somewhat holistic in its approach.	Introduce or demonstrate new applications for existing technological systems, social or behavioural interventions, existing theories or equipment, and justify them. For projects incorporating Indigenous Traditional Knowledge, the project may have importance to the land and community and is somewhat holistic in its approach.		
LEVEL 1 (least impressive)			
Replicate a known experiment to confirm previous findings, or collate data from a variety of existing sources without further analysis. Statements about the significance of the work may be exaggerated and show little awareness of context. For projects incorporating Indigenous Traditional Knowledge, the project has little importance to the land and community.	Build a model or device to duplicate existing technology or to demonstrate a well-known theory or social/behavioural intervention. For projects incorporating Indigenous Traditional Knowledge, the project has little importance to the land and community.		
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ORIGINALITY and CREATIVITY			
LEVEL 4 (most creative)	LEVEL 3	LEVEL 2	LEVEL 1 (least creative)
This highly original project demonstrates a novel approach. It shows resourcefulness and ingenuity, and makes creative use of equipment, construction and/or the analysis. For projects incorporating Indigenous Traditional Knowledge, the project demonstrates a novel and/or highly creative approach to an issue of importance to Indigenous peoples as presented in, for example, the UNDRIP or the TRC calls to action.	This imaginative project makes creative use of the available resources. It is well thought out, and some originality is shown above average. For projects incorporating Indigenous Traditional Knowledge, the project demonstrates a creative approach to an issue of importance to Indigenous peoples as presented in, for example, the UNDRIP or the TRC calls to action.	The project design is simple with some evidence of student imagination. It makes limited use of resources and equipment. The topic is a current or common one. For projects incorporating Indigenous Traditional Knowledge, the project has some connection to an issue of importance to Indigenous peoples.	The project design is simple with little evidence of student imagination. It can be found in books, magazines or web sources. For projects incorporating Indigenous Traditional Knowledge, the project has no clear connection to issues of importance to Indigenous peoples.
COMMUNICATION			
The level is based on five elements: ① ProjectBoard video, ② ProjectBoard content, ③ evidence of organized record keeping (e.g., logbook, notebook, journal), ④ judging interview and ⑤ exhibit/poster/display materials.			
LEVEL 4 (strongest)	LEVEL 3	LEVEL 2	LEVEL 1 (weakest)
All five elements are complete and exceed expectations. The projectBoard content is outstanding and exhibits high quality. The communication components are each well thought out and clearly written. The communication elements, including graphs, are appropriate and clearly designed. The references extend beyond web-based sources to include books and articles used. For projects incorporating Indigenous Traditional Knowledge, the project shows clear evidence of consultation with a traditional knowledge elder. Elders clearly communicate traditional values of the community. Records are organized and thorough. The oral presentation during the interview is clear, logical and informative. In a pair project, both members contribute equitably to the interview.	All five elements are complete and demonstrate high quality. There is some evidence of student attention to communication. The communication components are each well thought out and clearly written. The communication elements, including graphs, are appropriate and clearly designed. The references extend beyond web-based sources to include books and articles used. For projects incorporating Indigenous Traditional Knowledge, the project includes information from sources with a special interest in the community. The oral presentation during the interview is clear, logical and informative. In a pair project, both members contribute equitably to the interview.	Some of the five elements are simple, unoriginal or incomplete. There is little evidence of student attention to communication. A number of pieces may be redundant or irrelevant or there may be some redundant material. A few sources are insufficient or of poor quality. For projects incorporating Indigenous Traditional Knowledge, the project includes information from sources with a special interest in the community. The oral presentation during the interview is clear, logical and informative. In a pair project, one member may have dominated the interview.	Most of all the five elements are simple, unoriginal or incomplete. There is little evidence of student attention to communication. Most pieces require clarification or further explanation. A number of the material is redundant. Cited sources are insufficient or of poor quality. For projects incorporating Indigenous Traditional Knowledge, the project includes information from sources with a special interest in the community. The oral presentation during the interview is clear, logical and informative. In a pair project, one member may have dominated the interview.
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Grille d'évaluation du projet		Youth Science Canada Sciences jeunesse Canada	
Utiliser ces descriptions pour vous aider à établir un niveau (4, 3, 2, ou 1) pour chaque critère du projet. En plus d'établir un niveau, donner une note au projet en lui attribuant une lettre – E (élue/e), M (moyenne) ou F (faible) – pour refléter la qualité du projet et ses points forts relativement aux autres projets ayant le même niveau.			
VALEUR SCIENTIFIQUE			
L'évaluation du niveau (1-4) et par note (E/M/F) peut comprendre les critères suivants : la structure du projet; l'adéquation de la méthodologie et des procédures; l'exactitude et la précision des résultats; la concordance des résultats avec les théories existantes; l'interprétation des résultats; la rigueur et l'effet; l'explication entre les conclusions/évaluations et l'analyse des résultats obtenus; l'évaluation sincère de la valeur académique ou de l'aspect pratique.			
DÉCOUVERTE	INNOVATION		
Le projet vise à enrichir les connaissances humaines en menant une recherche originale ou en synthétisant et en analysant des données provenant de diverses sources.	Le projet vise à résoudre un problème pratique en développant et en évaluant un nouveau dispositif en étudiant un modèle de système existant, ou en concevant une nouvelle technique ou méthode pour améliorer les lacunes des techniques ou méthodes existantes.		
NIVEAU 4 (le plus impressionnant)			
Concevoir et réaliser des recherches expérimentales originales dans lesquelles les variables les plus significatives sont identifiées, ou synthétiser des données provenant de diverses sources pertinentes afin de démontrer une nouvelle théorie. Les résultats sont utilisés pour démontrer l'exactitude et la précision des théories existantes. Des comparaisons de bonne foi sont faites avec des solutions alternatives ou antérieures, lorsque cela est possible.	Intégrer plusieurs technologies, inventions, interventions, sociales ou comportementales ou concevoir et construire une application qui aura un impact humain ou commercial. Les résultats sont utilisés pour démontrer que la méthode est évaluée de manière complète et réaliste. Des comparaisons de bonne foi sont faites avec des solutions alternatives ou antérieures, lorsque cela est possible.		
Les déclarations sur la portée des travaux et l'impact sur l'humain, l'avancement des connaissances ou les applications économiques sont évaluées par l'intermédiaire prédictive et l'analyse de la portée du contexte. Pour ce qui est des projets intégrant des connaissances traditionnelles autochtones, le projet démontre une grande prise de conscience du contexte. Pour ce qui est des projets intégrant des connaissances traditionnelles autochtones, le projet démontre une grande prise de conscience du contexte. Pour ce qui est des projets intégrant des connaissances traditionnelles autochtones, le projet démontre l'importance du territoire et de la communauté et adopte une approche holistique de la création de connaissances.			
NIVEAU 3			
Concevoir et réaliser une expérience originale. Identifier les variables significatives et les tenir en compte, ou synthétiser des données provenant de diverses sources pour épurer ou élargir les conclusions existantes. Analyser les résultats en utilisant des calculs ou des méthodes graphiques ou statistiques pour démontrer l'exactitude et la précision des résultats. L'analyse est étayée par l'information présente et démontre une grande prise de conscience du contexte. Pour ce qui est des projets intégrant des connaissances traditionnelles autochtones, le projet démontre l'importance du territoire et de la communauté et adopte une approche holistique de la création de connaissances.	Concevoir et élaborer une technologie novatrice, apporter des améliorations à une technologie existante ou des interventions sociales ou comportementales étendre ou créer une nouvelle théorie. Des effets bénéfiques pour l'humain, l'avancement des connaissances ou les applications économiques devraient être évidents. Pour ce qui est des projets intégrant des connaissances traditionnelles autochtones, le projet démontre l'importance du territoire et de la communauté et adopte une approche holistique de la création de connaissances.		
NIVEAU 2			
Pousser plus loin une expérience connue en apportant de modestes améliorations aux procédures, à la collecte de données et aux applications possibles, ou synthétiser des données provenant de diverses sources pour confirmer les connaissances existantes. Les déclarations sur la portée des travaux peuvent être exagérées et montrer une grande prise de conscience du contexte. Pour ce qui est des projets intégrant des connaissances traditionnelles autochtones, le projet a peu d'importance pour le territoire et la communauté.	Améliorer ou trouver de nouvelles applications pour des systèmes technologiques existants, des interventions sociales ou comportementales, des théories physiques ou des théories physiques et mathématiques, et ainsi de suite. Pour ce qui est des projets intégrant des connaissances traditionnelles autochtones, le projet pourra avoir une importance pour le territoire et la communauté et son approche est plus ou moins holistique.		
NIVEAU 1 (le moins impressionnant)			
Reproduire une expérience connue pour confirmer des résultats antérieurs ou rassembler des données provenant de diverses sources existantes sans analyse supplémentaire. Les déclarations sur la portée des travaux peuvent être exagérées et montrer une grande prise de conscience du contexte. Pour ce qui est des projets intégrant des connaissances traditionnelles autochtones, le projet a peu d'importance pour le territoire et la communauté.	Construire un modèle ou un dispositif pour dupliquer une technologie existante ou pour démontrer une théorie physique ou une intervention sociales ou comportementales bien connue. Pour ce qui est des projets intégrant des connaissances traditionnelles autochtones, le projet a peu d'importance pour le territoire et la communauté.		
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ORIGINALITÉ et CREATIVITÉ			
LEVEL 4 (le plus créatif)	NIVEAU 3	NIVEAU 2	LEVEL 1 (le moins créatif)
Projet original. Utilisation créative des ressources et de l'équipement. Le travail est bien pensé, et quelques aspects sont supérieurs à la moyenne. Pour ce qui est des projets intégrant des connaissances traditionnelles autochtones, le projet démontre une approche novatrice et créative à une question. L'implication des personnes autochtones telle qu'annoncée, entre autres, dans la Déclaration des Nations Unies sur les droits des peuples autochtones ou dans les appels à l'action de la Commission de vérité et de réconciliation du Canada (CVR).	Projet imaginatif. Utilisation créative des ressources et de l'équipement. Le travail est bien pensé, et quelques aspects sont supérieurs à la moyenne. Pour ce qui est des projets intégrant des connaissances traditionnelles autochtones, le projet démontre une approche novatrice et créative à une question. L'implication des personnes autochtones telle qu'annoncée, entre autres, dans la Déclaration des Nations Unies sur les droits des peuples autochtones ou dans les appels à l'action de la CVR.	Projet original. Utilisation créative des ressources et de l'équipement. Le travail est bien pensé, et quelques aspects sont supérieurs à la moyenne. Pour ce qui est des projets intégrant des connaissances traditionnelles autochtones, le projet démontre une approche novatrice et créative à une question. L'implication des personnes autochtones telle qu'annoncée, entre autres, dans la Déclaration des Nations Unies sur les droits des peuples autochtones ou dans les appels à l'action de la CVR.	Conception simple du projet. La créativité de l'élève est peu évidente. Pour ce qui est du projet, il est probablement tiré d'un manuel, d'un magazine ou de sources similaires. Pour ce qui est des projets intégrant des connaissances traditionnelles autochtones, le projet ne démontre pas de lien clair avec une question d'importance pour les peuples autochtones.
COMMUNICATION			
La communication repose sur cinq éléments : ① vidéo dans ProjectBoard, ② contenu dans ProjectBoard, ③ preuve d'une tenue organisée des dossiers (p.e., journal de bord, carnet de bord, notes, journal), ④ entretien avec le jury et ⑤ matériel d'exposition/affiches.			
NIVEAU 4 (plus fort)	NIVEAU 3	NIVEAU 2	NIVEAU 1 (plus faible)
Les cinq éléments sont compris et surpassent les attentes raisonnables pour un élève de cet âge cette année. L'étude et l'application de la théorie sont étayées par l'interprétation et l'analyse. Les résultats sont présentés de manière claire et concrète. Les graphiques sont appropriés et clairs. La bibliographie inclut pas des articles trouvés sur Internet. Pour ce qui est des projets intégrant des connaissances traditionnelles autochtones, le projet démontre une grande prise de conscience du contexte.	Les cinq éléments sont compris et démontrent un souci du détail et de l'importance de la communication. Chaque élément est étayé par une analyse et une explication de la part de l'élève. Un certain nombre d'éléments peuvent être冗長 ou inutiles. Les sources sont nécessaires ou que les éléments soient redondants. Quelques sources autres que celles citées dans les appels à l'action sont également utilisées. Pour ce qui est des projets intégrant des connaissances traditionnelles autochtones, le projet démontre une grande prise de conscience du contexte.	Certains des cinq éléments sont simples, peu convaincants ou incomplets, mais on peut déterminer que l'élève a une bonne compréhension de la communication et les éléments sont bien pensés et exécutés. Il se peut que des explications supplémentaires soient nécessaires ou que les éléments soient redondants. Quelques sources autres que celles citées dans les appels à l'action sont également utilisées. Pour ce qui est des projets intégrant des connaissances traditionnelles autochtones, le projet démontre une grande prise de conscience du contexte.	La majorité ou la totalité des cinq éléments sont simples, peu convaincants ou incomplets, mais on peut déterminer que l'élève a une bonne compréhension de la communication efficace. La plupart des éléments nécessitent des éclaircissements ou des explications supplémentaires. Pour ce qui est des projets intégrant des connaissances traditionnelles autochtones, le projet ne démontre pas de lien clair avec une question d'importance pour les peuples autochtones.
COMMUNICATION			
La communication repose sur cinq éléments : ① vidéo dans ProjectBoard, ② contenu dans ProjectBoard, ③ preuve d'une tenue organisée des dossiers (p.e., journal de bord, carnet de bord, notes, journal), ④ entretien avec le jury et ⑤ matériel d'exposition/affiches.			
NIVEAU 4 (plus fort)	NIVEAU 3	NIVEAU 2	NIVEAU 1 (plus faible)
Les cinq éléments sont compris et surpassent les attentes raisonnables pour un élève de cet âge cette année. L'étude et l'application de la théorie sont étayées par l'interprétation et l'analyse. Les résultats sont présentés de manière claire et concrète. Les graphiques sont appropriés et clairs. La bibliographie inclut pas des articles trouvés sur Internet. Pour ce qui est des projets intégrant des connaissances traditionnelles autochtones, le projet démontre une grande prise de conscience du contexte.	Les cinq éléments sont compris et démontrent un souci du détail et de l'importance de la communication. Chaque élément est étayé par une analyse et une explication de la part de l'élève. Un certain nombre d'éléments peuvent être冗長 ou inutiles. Les sources sont nécessaires ou que les éléments soient redondants. Quelques sources autres que celles citées dans les appels à l'action sont également utilisées. Pour ce qui est des projets intégrant des connaissances traditionnelles autochtones, le projet démontre une grande prise de conscience du contexte.	Certains des cinq éléments sont simples, peu convaincants ou incomplets, mais on peut déterminer que l'élève a une bonne compréhension de la communication et les éléments sont bien pensés et exécutés. Il se peut que des explications supplémentaires ou des éclaircissements ou des explications, ou une quantité importante de matériel est nécessaire pour que l'élève puisse comprendre. Des articles trouvés sur Internet sont également utilisés. Pour ce qui est des projets intégrant des connaissances traditionnelles autochtones, le projet démontre une grande prise de conscience du contexte.	La majorité ou la totalité des cinq éléments sont simples, peu convaincants ou incomplets, mais on peut déterminer que l'élève a une bonne compréhension de la communication efficace. La plupart des éléments nécessitent des éclaircissements ou des explications supplémentaires. Pour ce qui est des projets intégrant des connaissances traditionnelles autochtones, le projet démontre une grande prise de conscience du contexte.
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ORSF INTERVIEW RESOURCE

Project Interview Resource Ottawa Regional Science Fair



Not sure how to interview a project (and students)? Here are some approaches to consider...

1. Introduce Yourself

Hi, my name is Maude Abbott, I'm a graduate student from uOttawa with a background in wildlife biology. I'm judging for the Canada-wide Science Fair awards. Is now a good time for tell me about your project?

- Introduce yourself and indicate what (if any) awards you will be judging them for - feel free to indicate your academic or research background or career.
- Use a friendly tone of voice and interested professional manner.
- Ask if they are prepared for judging, if they say "no" - return to judge them later.

2. Confirm the language and length of presentation

Great – you have 5 minutes to tell me about your project and then I'll have some questions. Will you be presenting in English or French? Do you have any questions for me before you start?

- Remind the student(s) they have 5 minutes and that you'll be asking them questions afterwards.
- Encourage the students to present and respond to questions in the indicated language of their project.
- Ask if they have any questions before starting, this helps allay concerns they may have before judging.
- If they indicate a need for accommodation, ask how they'd like to proceed.

3. Listen attentively

- Be kind and complimentary! *Independent of scoring, this is a formative experience for participants.*
- Tip your head to the side while listening and nod along (this is a universal indication of interest).
- If there are multiple students, pay attention to how they distribute the presentation (and project effort).

4. Ask Questions (~5mins)

That's some very interesting work that you've done. Now I've a couple of questions...

- Our scheduling allocates ~5mins (~1-3 questions) for each project.
- If there are multiple students, ensure they both have opportunity to respond.
- (Especially for Junior participants) Keep questions **positive**. Avoid "Why didn't you do..." instead use "Could you have..." to help them think without feeling criticized.

Questions related to *Scientific Value*

- What problem were you trying to solve?
- What is the next experiment you'd do to continue this study? What would you expect to learn from it?
- What did you learn from this work? (What has this work added to our knowledge of the subject?)
- Why did you choose to ... [use process / materials / testing procedure / datasets / sources]?
- Can you explain this [graph / process / statistical test] to me?
- If you could change one thing about your study, what would it be? And how would you expect your results to change?
- What do your results mean in a real-world context?

Questions related to *Originality and Creativity*

- How did you come up with the idea for this project?
- What interests you about this experiment / study?
- What was the most interesting background reading you did? Most impactful reference you used?
- What help did you receive from others (e.g. parents, ChatGPT, teachers)?

5. Ask if there's anything else they want to share.

Is there anything else you'd like to share about your project?

- We all forget things when we're nervous! It's alright for them to briefly clarify or expand on their work.

6. Thank them and wish them luck!

Thank you for the great presentation! Good luck with the rest of the judging.



Ressource pour les entrevues de projet Expo-sciences régionale d'Ottawa

Pas sûr comment interroger un projet (et des étudiants) ? Voici quelques approches à prendre en considération...

1. Présentez-vous

Bonjour, je m'appelle Maude Abbott, je suis étudiante à l'Université d'Ottawa, spécialisée en zoologie. Je participe au jury de l'Expo-sciences pancanadienne. C'est le bon moment pour me parler de votre projet ?

- **Présentez-vous et indiquez les prix (si applicable) pour lesquels vous allez les évaluer.** N'hésitez pas à mentionner votre expérience universitaire ou professionnelle, ou domaine de recherche.
- Adoptez un ton amical et une attitude professionnelle et intéressée.
- **Demandez-leur s'elles sont prêtes à être jugées.** S'elles répondent « non », revenez plus tard.

2. Vérifiez la langue et la durée de la présentation.

Parfait, vous avez 5 minutes pour présenter votre projet, puis j'aurai quelques questions à vous poser. Vous présenterez-vous en anglais ou en français ? Avez-vous des questions avant de commencer ?

- Rappelez aux élèves qu'ils ont 5 minutes et que, par la suite, **vous allez leur poser des questions**.
- Encouragez les élèves à présenter et à répondre aux questions dans la langue utilisée pour leur projet.
- Demandez-leur s'ils ont des questions avant de commencer, cela aidera à apaiser leurs inquiétudes.
- S'elles indiquent avoir besoin de mesures d'adaptation, demandez-leur comment elles souhaitent procéder.

3. Écoutez attentivement

- **Soyez aimable et encourageant !** *Indépendamment d'aucun note, cette expérience est formative.*
- Inclinez la tête pendant que vous écoutez et hochez-la (c'est un signe universel d'intérêt).
- S'il y a plusieurs étudiants, faites attention à la manière dont ils se partagent la présentation.

4. Posez des questions (~5 min)

C'est très intéressant ce que vous avez fait. J'ai maintenant quelques questions à vous poser...

- Nous prévoyons environ 5 minutes (1 à 3 questions) pour chaque projet.
- S'il y a plusieurs participants, assurez-vous qu'ils aient tous l'occasion de répondre.
- (En particulier pour les participantes plus jeunes) **Posez des questions de manière positive.** Évitez les questions du type « *Pourquoi tu n'as pas fait...* » et utilisez plutôt « *Aurais-tu pu...* » afin de les aider à réfléchir sans leur donner l'impression que vous les critiquez.

Questions sur la valeur scientifique

- Quel problème cherchez-vous à résoudre ?
- Quelle serait la prochaine expérience que vous mèneriez pour poursuivre cette recherche ? Qu'espérez-vous découvrir ?
- Qu'avez-vous appris au cours de ce travail ? (Comment ce travail a-t-il enrichi nos connaissances ?)
- Pourquoi avez-vous décidé d'utiliser [le processus / les matériaux / la méthodologie / les sources] ?
- Pourriez-vous m'expliquer ce [graphique / processus / test statistique] ?
- Si vous pouviez modifier un élément de votre recherche, lequel choisiriez-vous ? Et comment vos résultats changeraient-ils ?

Questions relatives à l'originalité et à la créativité

- D'où vous est venue l'idée de ce projet ?
- Pourquoi cette recherche / cette étude vous intéresse-t-elle ?
- Quelle référence avez-vous trouvée la plus intéressante ? La plus marquante ?
- Avez-vous reçu de l'aide de la part d'autres (par exemple, vos parents, ChatGPT, vos enseignants) ?

5. Demandez-leur s'elles souhaitent ajouter autre chose.

Avez-vous autre chose à partager à propos de votre projet ?

- Tout le monde oublie des choses quand on est nerveux ! Il n'y a aucun mal s'ils clarifient ou donnent quelques précisions brièvement sur leur travail.

6. Remerciez-les et leur souhaitez bonne chance !

Merci pour cette excellente présentation ! Bonne chance avec le reste d'Expo.