





Name: _____

Conclusion /Evaluation Scoring Guide

	A	B	C	D
Due Date:	Completed by 2/15/11	Completed by 2/16/11	Completed by 2/18/11	Completed by 3/10/11
Presentation	3 copies handed into box with rubric. NOT e-mailed	3 copies handed into box with rubric. NOT e-mailed	2 copies handed into box with rubric. NOT e-mailed	Handed into box with rubric. NOT e-mailed
Length:	Final conclusion is no less than 500 words.	Final conclusion is no less than 500 words.	Final conclusion is at least 400 words.	Final conclusion is at least 300 words.
Presentation:	Conclusion is typed in a 12 point font (Times or Palatino) double-spaced . Name and Date typed in the upper right hand corner. Minimal spelling or grammar mistakes.	Conclusion is typed in a 12 point font (Times or Palatino) double-spaced . Name and Date typed in the upper right hand corner. Some spelling or grammar mistakes.	Conclusion is neatly hand written, double-spaced . Name and Date in the upper right hand corner. Many obvious spelling or grammar mistakes.	Conclusion is neatly hand written. Name and Date in the upper right hand corner. Many obvious spelling or grammar mistakes.
Reference to Purpose and hypothesis:	The Purpose and hypothesis is stated and the conclusion includes a statement of support or non-support for the hypothesis (or null hypothesis) or clearly states why no conclusion can be drawn.	The Purpose and hypothesis is stated and the conclusion includes a statement of support or non-support for the hypothesis (or null hypothesis) or clearly states why no conclusion can be drawn.	The Purpose and hypothesis is stated and the conclusion includes a statement of support or non-support for the hypothesis (or null hypothesis) or clearly states why no conclusion can be drawn.	The Purpose and hypothesis is stated and the conclusion includes a statement of support or non-support for the hypothesis (or null hypothesis) or clearly states why no conclusion can be drawn.
Data:	Specific data are referred to support the above claim.	Specific data are referred to support the above claim.	Specific data are referred to to support the above claim.	No Specific data are referred to to support the above claim.
Interpretation of data:	Conclusion includes thorough and <u>accurate</u> interpretation of the data. IF YOU HAVE THE FOLLOWING: includes a statement of confidence in your conclusion as the result of a t-test or ANOVA, a statement regarding fitness of a trend line, or any other statistical analysis. State whether it is greater or less than .05. Be sure to name the test you performed. Give an r^2 value for linear trends. Include any other statistical analysis created Do your numbers really show a significant difference? Do you have enough data? What is the range? What does it mean?	Conclusion includes thorough and <u>accurate</u> interpretation of the data. IF YOU HAVE THE FOLLOWING: includes a statement of confidence in your conclusion as the result of a t-test or ANOVA, a statement regarding fitness of a trend line, or any other statistical analysis. State whether it is greater or less than .05. Be sure to name the test you performed. Give an r^2 value for linear trends. Include any other statistical analysis created Do your numbers really show a significant difference? Do you have enough data? What is the range? What does it mean?	Conclusion includes thorough and <u>accurate</u> interpretation of data. Do your numbers really show a significant difference? Do you have enough data? What is the range of the data? What does it all mean? Who cares?	Conclusion includes thorough and <u>accurate</u> interpretation of data. Do your numbers really show a significant difference? Do you have enough data? What is the range of the data? What does it all mean? Who cares?

Reference to uncontrolled variables:	When present, the conclusion determines as many as possible uncontrolled sources of variance in your data due to factors you couldn't/didn't control, and tells how those factors likely affected the data. Where possible, the conclusion offers suggestions for alternative experimental methods that might have controlled some factors that could have been controlled.	When present, the conclusion determines most uncontrolled sources of variance in your data due to factors you couldn't/didn't control, and tells how those factors likely affected the data. Where possible, the conclusion offers suggestions for alternative experimental methods that might have controlled some factors that could have been controlled.	When present, the conclusion determines some uncontrolled sources of variance in your data due to factors you couldn't/didn't control, and tells how those factors likely affected the data. Where possible, the conclusion offers suggestions for alternative experimental methods that might have controlled some factors that could have been controlled.	The conclusion determines some uncontrolled sources of variance in your data due to factors you couldn't/didn't control.
Application:	Conclusion discusses in great detail possible applications (uses) of the findings or explains why the project represents pure research. Who cares? Discuss why you chose this project in the first place.	Conclusion discusses in some detail possible applications (uses) of the findings or explains why the project represents pure research. Who cares? Discuss why you chose this project in the first place.	No application is discussed.	No application is discussed.
Further studies:	Conclusion provides at least two further experimental studies related to the project suggested by the researcher.	Conclusion provides at least one further experimental studies related to the project suggested by the researcher.	Conclusion provides at least one further experimental study related to the project suggested by the researcher.	Conclusion provides no further experimental study.
Contact Time	Mentor is given at least a 5 days notice for a signature. Student anticipated any foreseeable mentor absences	Mentor is given at least 5 days notice for a signature. Student anticipated any foreseeable mentor absences	Mentor is given at least four days notice for a signature. Student anticipated any foreseeable mentor absences	Mentor is given at least three days notice for a signature.
Adult proofreading COPY A 	An adult, other than the mentor, has proofread and signed and dated COPY A OF the conclusion. You then fix your conclusion and create COPY B.	An adult, other than the mentor, has proofread and signed and dated COPY A OF the conclusion. You then fix your conclusion and create COPY B	No adult other than the mentor has proofread the conclusion.	An adult, other than the mentor, has proofread and signed COPY A OF the conclusion. You fix the conclusion to create copy B.
Mentor Proofreading COPY B 	The mentor has proof-read and signed and dated copy B of the conclusion. You then fix your conclusion AGAIN to create copy C.	The mentor has proof-read and signed and dated copy B of the conclusion. You then fix your conclusion AGAIN to create copy C.	The mentor has proof-read and signed and dated the copy A of the conclusion. You then fix your conclusion to create copy B	The mentor does not proofread the conclusion.
Student Corrected Conclusion COPY C 	Copy C of the conclusion is included with all appropriate corrections from copy A and B above.	Copy C of the conclusion is included with all appropriate corrections from copy A and B above.	Copy B of the conclusion is included with all appropriate corrections from copy A.	Copy B of the conclusion is included with all appropriate corrections from copy A.

Mentor Evaluation of the student 	The mentor has answered the following questions in privacy and e-mailed them to the student's teacher at: smithj@jsd.k12.ak.us Or Topaz.shryock@jsd.k12.ak.us Or jake_jacoby@jsd.k12.ak.us	The mentor has answered the following questions in privacy and e-mailed them to the student's teacher at: smithj@jsd.k12.ak.us Or Topaz.shryock@jsd.k12.ak.us Or jake_jacoby@jsd.k12.ak.us	The mentor has answered the following questions in privacy and e-mailed them to the student's teacher at: smithj@jsd.k12.ak.us Or Topaz.shryock@jsd.k12.ak.us Or jake_jacoby@jsd.k12.ak.us	
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The following survey can be found in ms word format at: The Southeast Alaska Science fair website (search on any search engine) or <http://www.ptialaska.net/%7Egennie/fairrubrics.html> and should be e-mailed directly to the students teacher. All comments will be kept confidential.

For questions 1 - please keep in mind, you are not evaluating the constraints of the project or the teacher's methods of evaluating progress on the projects. One of the greatest constraints of requiring science fair projects within a typical year-long science course is that time is in short supply. Teachers must balance the need to teach content with the desire to foster an understanding of science as it is applied in the real world. We also know that a Freshman or Sophomore in high school has a minimal understanding of many of the topics they choose to pursue and thus the expectation of the work they can accomplish must be seen in this light. All that said, you as a mentor often have a better perspective on the actual work habits and conceptual understanding of the project by the student you are working with than the teacher that assigns the project. Your input is invaluable.

1. How would you judge the quality of effort the student put into the creation of their question. (scale of 0 - 10) _____

(10) From: Worked hard and with great understanding to refine a question that was well understood and answerable within the constraints of the fair process

(0) To: No noticeable effort made to create a reasonable question

Comments:

2. How would you judge the quality of effort the student put into the background research they made to better understand their topic (scale of 0 - 10) _____

(10) From: Worked hard to research their topic increased their knowledge greatly

(0) To: No noticeable effort made to understand their topic

Comments:

3. How would you judge the quality of effort the student put into the creating a reasonable test to answer their question. (scale of 1 - 10) _____

(10) From: Worked hard hard and with great understanding to create a reasonable test of the proposed question

(0) To: No noticeable effort made to create a reasonable test of the proposed question.

Comments:

4. How would you judge the quality of student effort to determine as many variables as possible that could effect their data and the effort they made to control those variables (scale of 1 - 10) _____

(10) From: Worked hard and with great understanding to identify variables that could effect the outcome of their project. Worked to the best of their ability to control those variables that could be controlled

(0) To: No noticeable effort made to identify or control variables.

Comments:

5. How would you judge the quality of student effort to obtain data once the project began (scale of 0 - 10) _____

(10) From: Worked hard gather data

(0) To: No noticeable effort made to gather data

Comments:

6. How would you judge the quality of student effort to analyze their data and write a reasonable conclusion for the project (scale of 0 -10) _____

(10) From: Worked hard and with great understanding to analyze the data and produce a proper written conclusion

(0) To: No noticeable effort made to analyze the data and produce a proper written conclusion

7. How would you characterize the student's interactions with you (circle one)?

Very Appropriate, Appropriate, Inappropriate, Rude

Comments

8. Excluding this present student, how many students have you mentored for the Southeast Alaska Science Fair?

9. Given the time constraints we are under, are there any suggestions that you can make to further help mentors in their job of aiding our student to create better projects?

THANK YOU FOR ALL OF YOUR TIME, WE COULD NOT DO THIS WITHOUT YOU.

SOME IMPORTANT INFORMATION:

The Southeast Alaska Regional Science Fair will be held in the Marie Drake Gym March 12th -13th. Students are required to set up their projects on the afternoon of Friday March 12th by 4:30 PM. The Southeast Alaska Regional Science Fair will be open to the public in the Marie Drake Gym from 4:30 to 8:00 on Friday the 12th and again from 12:00 noon until 1: 30 PM on Saturday March 13th. First tier judging will be from 8:00 AM to 11:30 AM on Saturday the 13th [ONLY OFFICIAL SEASF JUDGES WILL BE ALLOWED IN THE PROJECT AREA AT THIS TIME]. The award ceremony will be held in the UAS library at 7:00 – 9:00 PM Saturday night. Second tier judging will be held on Sunday the 14th from 1:00 to 4:00. PM.