

WORKING MODELS

JUDGE'S EVALUATION FORM

FULL NAME OF ENTRANT(S)	
ENTRY CODE	SCHOOL CODE
TITLE	

If there are errors to Entry details, please alert STS Coordinator and provide update required in Comment section below

LOWER PRIMARY (F – Year 2)
 MIDDLE PRIMARY (Year 3 – 4)
 UPPER PRIMARY (Year 5 – 6)
 JUNIOR (Year 7 – 8)
 INTERMEDIATE (Year 9 – 10)
 OPEN (Year 11 – 12)

Tick one:		INFORMATION MODEL <input type="checkbox"/>			SCALE MODEL <input type="checkbox"/>		
MODEL		Excellent	Very Good	Good – Satisfactory	Needs Improvement	Not Shown	Sub-total
1	WORKING MODEL?	YES (Interactive)			NO (Static)		Y / N
2	SIZE Meets the size criteria?	YES or EXEMPTION			NO		Y / E / N
3	Construction	10 – 9	8 – 7	6 – 5	4 – 3 – 2	1 – 0	/10
		Model demonstrates a high degree of skill in its construction. It is sturdy and well presented in its craftsmanship with attention to detail.	Model is sturdy and well constructed. Presentation is fair.	Model is reasonably sturdy, but the craftsmanship could be improved.	Model is somewhat fragile and is poorly constructed in areas. Some attention to detail in its presentation.	Model is fragile and is poorly constructed. Little attention to detail in its presentation.	
4	Parts and Materials	7 – 6	5 – 4	3 – 2	1 – 0		/7
		Resourcefulness of parts used. Innovative use of materials with a high degree of consideration of materials in design regarding application & affordability.	Some consideration of appropriate materials in design application.	Insufficient regard for appropriate materials in design.	Very little consideration for parts and materials used or model is constructed from kits without original input.		
5	Ease of use	3		2	1 – 0		/3
		Model is easy to use, instructions included are clear.		Model works with minor coaxing with brief instructions.	Model is difficult to use with little or no instructions.		
6a	Scale Model Appropriateness	5	4	3	2 – 1	0	/5
		The model is/or nearly to scale. The model clearly illustrates the scientific principles chosen. Any exceptions are clearly explained. Research evident of the existing device.	The model is mostly to scale. The model illustrates the scientific principles chosen. Some attempt to explain any exceptions. Some research evident of the existing device.	The model is somewhat to scale. The model illustrates some of the scientific principles chosen. Some/little attempt to explain any exceptions. Limited research of the existing device.	The model is somewhat to scale. The model is not appropriate to illustrate the scientific principles chosen. No attempt to explain any exceptions. Limited to no research of the existing device.	The model is not to scale and is not appropriate for illustrating the scientific principles chosen. No attempt to explain any exceptions. Limited to no research of the existing device.	
6b	Information Model Originality	In depth research evident of science. Original, creative and innovative idea in the construction format. Individual approach to presentation of scientific principles.	Some research evident of the science. An original idea, but could be more creative and innovative in the construction format and presentation of scientific principles.	Limited research evident of the science. An original idea, but could be more creative and innovative in the construction format and presentation of scientific principles.	Limited research evident of the science. A common idea that lacks a creative and innovative approach to the construction format and presentation of scientific principles.	Limited to no research evident of the science for the model. A common idea or kit with only little original input from the student.	
7	Scientific Principle Demonstration/application of the scientific principle in the model.	10 – 9	8 – 7	6 – 5	4 – 3 – 2	1 – 0	/10
		The scientific principle is being demonstrated clearly and completely.	The principle being demonstrated lacks slightly in completeness.	The scientific principle is being demonstrated correctly but not necessarily clearly.	Scientific principle is being demonstrated but superficially.	Some aspects incorrect, incomplete or not addressed.	
SUBTOTAL							/35

Evaluation continued on next page

REPORT		Excellent	Very Good	Good – Satisfactory	Needs Improvement	Not Shown	Sub-total
8	Introduction	3		2	1 – 0		/3
		Clearly identifies model as either Scale or Information, what the model represents and the ideas behind building it.		A fair attempt to describe the model.	A limited or no description of the model provided.		
9	Instructions	2			1 – 0		/2
		Clear and easy to use operating instructions.			Operating instructions provided, but are difficult to follow. Or no instructions at all.		
10	Design brief Methods of design and redesign with annotated notes on the applied science.	8 – 7	6 – 5	4	3 – 2	1 – 0	/8
		Includes annotated diagrams of the design(s) and redesign of the model with evident use of scientific principles. Safety considerations in the design with an extensive Risk Assessment Form.	Includes some annotated diagrams of the design, some scientific principles applied. Safety considerations mentioned with a Risk Assessment Form.	A satisfactory attempt to design the model, with limited annotations and safety considerations.	A rough design of the model, with limited annotations and safety considerations.	Limited to no design of the model or safety considerations	
11	Discussion Science theory and/or application. Design limitations, further development. Research and understanding evident.	5	4	3	2	1 – 0	/5
		Discusses in depth the science theories and/or its application for the model built. Problems encountered and how it was overcome. Limitations of the design discussed and recommend potential improvements for further development.	Good discussion of the science theories and/or its application for the model built. Problems encountered and how it was overcome.	Satisfactory discussion of the science theories and/or its application for the model built. Problems encountered and how it was overcome.	Some attempt to discuss the model and the scientific principles demonstrated or applied.	Little to no attempt to discuss the model and the scientific principles demonstrated or applied.	
12	Acknowledgements And References	3		2	1 – 0		/3
		Clearly and accurately acknowledges sources used and assistance provided.		Some sources and assistance acknowledged.	Limited or no sources and/or assistance acknowledged.		
13	Presentation & Guidelines Word limit excludes log book.	2		1		0	/2
		Neat and clear presentation. Report is within 1000 word limit. Photo attached.		A combination of one or two of the presentation and report guidelines.		No report.	
SUBTOTAL							/23
ORAL PRESENTATION		Excellent	Very Good	Good – Satisfactory	Needs Improvement	Not Shown	Sub-total
14	Verbal Explanation Demonstration of evidence for student work and understanding. For Country/Regional/ Special Metro/Jewish School: Use the video to base your score.	7	6 – 5	4 – 3	2 – 1	0	/7
		Student appears to have an excellent understanding of principle. A clear and accurate explanation was given of principle and process of design. Evidence of student work and knowledge.	Student appears to have a good understanding of principle or use of Model but is not clear in all respects. Problems in design process clearly identified.	Student appears to have a fair understanding of principle or use of Model but is not clear in all respects. Problems in design process clearly identified.	Student does not appear clear on the scientific principle. Design process hardly addressed.	Student appeared to have little idea of the principle or use of model.	
SUBTOTAL							/7
SUITABLE FOR STS PUBLICITY YES <input type="checkbox"/> NO <input type="checkbox"/>						TOTAL	/65

Judge's recommendation for the entry: Major Minor Distinction Merit Acknowledgement
(Please note: this is only a **recommendation**. Further moderation may result in a different outcome based on number of entries and available bursaries)

Your comments are important in establishing student understanding and help with our moderation

Judge's comments.....
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Judge's name Judge's signature.....