



Day of Fair

## -Judges Briefing-2026

*Note: Please check judging package & review project summaries upon arrival*

# Judging Envelope

2

## Exterior:

- Judging team number (same as on the flag)
- Judges' Names on that team.

## Interior:

- Judge's Checklist - content list plus order of duties
- Project summaries – 1 per project – 5-ish total
- Site Map to locate Projects
- Cineplex Odeon Good Communicator Award forms (1 per student)
- Two Result Summary Sheets / "Medals Required" on one side of the Page and the Project Judging Rubric on the reverse
- Special Awards Project List Reporting Sheet (orange)
- Project feedback forms - 1 per project
- Participation Certificates – 1 per student
- Judge's Feedback to QRSTF Committee form
- Placement ribbons (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, Honourable Mention)
- Two folders and two pencils

BEST IN JUNIOR DIVISION – GRAND AWARD

3<sup>RD</sup> ROUND JUDGING CHOOSES FROM BEST IN GRADES 4,5 AND 6

Best in Grade

Best in Grade

Best in Grade

4

5

6

2<sup>ND</sup> ROUND JUDGING CHOOSES BEST IN GRADE

1<sup>st</sup>

1<sup>st</sup>

1<sup>st</sup>

1<sup>st</sup>

1<sup>st</sup>

1<sup>st</sup>

1<sup>st</sup>

1<sup>st</sup>

1<sup>st</sup>

1<sup>ST</sup> ROUND JUDGING CHOOSES 1<sup>ST</sup> IN EACH GROUP

GROUP  
#1  
5 OR 6  
PROJECTS

GROUP  
#2  
5 OR 6  
PROJECTS

GROUP  
#3  
5 OR 6  
PROJECTS

GROUP  
#1  
5 OR 6  
PROJECTS

GROUP  
#2  
5 OR 6  
PROJECTS

GROUP  
#3  
5 OR 6  
PROJECTS

GROUP  
#1  
5 OR 6  
PROJECTS

GROUP  
#2  
5 OR 6  
PROJECTS

GROUP  
#3  
5 OR 6  
PROJECTS

ALL GRADE 4 PROJECTS

ALL GRADE 5 PROJECTS

ALL GRADE 6 PROJECTS

JUNIOR DIVISION PROJECTS

# Round 1 of judging: 9 am-12:00 pm

4

Grade groups: Team #'s 1 to 14

**Step 1:** introduce yourselves and hand out Odeon-Cineplex Good Communicator Interview forms – 1 per student. 9 to 9:10

**Step 2:** Individually, judge each project for up to 15 minutes. **Sign the project card posted on each project as confirmation of your visit.**

**Step 3:** Move to the next project when you hear the bell.

**Step 4:** As a team, complete paperwork Part 1, (Result Summary sheets, Medal Count Table) and go the QRSTF Committee room. Turn one copy in and pick up your required medals by 11:00 am. Keep one copy of the Result Summary Sheet (so you know who you are handing awards to).

**Step 5:** Complete Paperwork 2 – the Project Feedback forms and the QRSTF feedback form. By 11:30 you should begin debriefing students.

**Step 6:** As a judging team, present Participation Certificates, ribbons/medals and Project Feedback Forms before 12:00 am. First place medals are handed out at the Award Ceremony. Pizza time.

# Result Summary



Result Summary Sheet for 1<sup>st</sup> Round Group # \_\_\_\_\_

| Identification<br>Judging Team # _____                | Judge<br>Initials | Scien.<br>Think.<br>50 | Creat. &<br>Origin.<br>20 | Com<br>30 | Total<br>100 | Average | Overall Rank |
|-------------------------------------------------------|-------------------|------------------------|---------------------------|-----------|--------------|---------|--------------|
| Proj Number _____<br>Title _____<br>Student(s): _____ | J 1               |                        |                           |           |              |         |              |
|                                                       | J 2               |                        |                           |           |              |         |              |
| Proj Number _____<br>Title _____<br>Student(s): _____ | J 1               |                        |                           |           |              |         |              |
|                                                       | J 2               |                        |                           |           |              |         |              |
| Proj Number _____<br>Title _____<br>Student(s): _____ | J 1               |                        |                           |           |              |         |              |
|                                                       | J 2               |                        |                           |           |              |         |              |
| Proj Number _____<br>Title _____<br>Student(s): _____ | J 1               |                        |                           |           |              |         |              |
|                                                       | J 2               |                        |                           |           |              |         |              |
| Proj Number _____<br>Title _____<br>Student(s): _____ | J 1               |                        |                           |           |              |         |              |
|                                                       | J 2               |                        |                           |           |              |         |              |
| Proj Number _____<br>Title _____<br>Student(s): _____ | J 1               |                        |                           |           |              |         |              |
|                                                       | J 2               |                        |                           |           |              |         |              |

| Circle the # of<br>Medals Required | Gold for first - <u>Awarded</u><br>at Ceremony | Silver for Second | Bronze for Third | Honourable Mention<br>Ribbons |
|------------------------------------|------------------------------------------------|-------------------|------------------|-------------------------------|
|                                    | 0                                              | 1 or 2            | 1 or 2           | 1 or 2                        |

**To Be Turned in by 11:00**

## Project Feedback Form



*To be presented to students when informing them of the judging results.*

**Project Name:** \_\_\_\_\_

What I (we) liked about this project- Its strengths.

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Recommendations:

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**Judged By:** \_\_\_\_\_

\_\_\_\_\_

January 2024

8/1/2026





# Special Awards

- Teams 25 to 53 are for Special Awards.
- They have their own judging criteria – orange sheet. Participants self nominate for 3 awards they think will relate to their project.
- Some award groups are quite large – team may split up to choose likely candidates and then reconvene and compare just those.
- Tell the student what award you are judging for.
- **Sign student card** to show you have seen their project.
- Some teams look beyond the projects that self nominated to find more appropriate recipients.



# Reminders – Project Types

- Discovery
  - Experiments
  - Case Studies
- Innovation

Each project type is equally valid.



# Project Judging Rubric

## Quinte Regional Science and Technology Fair



Use this rubric to assign a level (1,2,3 or 4) against the criteria for the project. Then choose a mark within the range provided for that level. This mark reflects the quality and strength of the project relative to other projects you have assigned the same level.

| Part A: Scientific Thought <span style="float: right;">Mark: ____ / 50</span>                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Discovery: An experiment or study                                                                                                                                                                                                                                                                                                                | Innovation: Develop devices, models or techniques                                                                                                                                                                                                                                                           |
| <b>Level 1 Mark Range 26 to 30 (least impressive)</b>                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                             |
| Replicate a known experiment to confirm previous findings or collate data from a variety of sources without further analysis.                                                                                                                                                                                                                    | Build models (devices) to duplicate existing technology or to demonstrate a <u>well known</u> physical theory or social/ <u>behavioural intervention</u> .                                                                                                                                                  |
| <b>Level 2 Mark Range 31 to 35</b>                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                             |
| Extend a known experiment with modest improvements to procedures, data gathering or application; or synthesize data from a variety of sources to confirm existing conclusions. Attempts to address a specific issue.                                                                                                                             | Improve or demonstrate new applications for existing technological <u>systems, social or behavioural</u> interventions, existing physical theories or equipment, and justify them.                                                                                                                          |
| <b>Level 3 Mark Range 36 to 41</b>                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                             |
| Devise and carry out an original experiment. Identify and control some of the significant variables or synthesize data from a variety of sources to strengthen or extend existing conclusions. Carry out an analysis using arithmetic, graphs or simple statistics.                                                                              | Design and build innovative technology or provide adaptations to existing technology or to social or <u>behavioural</u> interventions; extend or create new physical theory. Human benefit, advancement of knowledge and/or economic applications should be evident.                                        |
| <b>Level 4 Mark Range 42 to 50. (most impressive)</b>                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                             |
| Devise and carry out original experimental research which attempts to control or investigate most significant variables. Data analysis is thorough and complete for the grade level. There is internal consistency – all parts of the report address the purpose. Results are related to real world significance. Further studies are suggested. | Integrate several technologies, inventions or designs and construct an innovative application that will have human and/or commercial benefit. Performance of the prototype or procedure is thoroughly evaluated. Suggestions for improvement are made. Relevance and significance of the work is explained. |

# Judging Form Part 2

| Part B: Creativity and Originality                                          |                                                                             | Mark: _____ / 20                                                                      |                                                                                                               |
|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| Level 1 (10 to 11)                                                          | Level 2 (12 to 14)                                                          | Level 3 (14 to 15)                                                                    | Level 4 (16 to 20)                                                                                            |
| Simple design with little student input. A textbook /internet type project. | Some creativity in a project of fair to good design. Topic is a common one. | Imaginative project, well thought out. Some creativity in design or use of materials. | Highly original approach, showing much resourcefulness and creativity in design use of equipment or analysis. |

| Part C: Communication                                                                                                                                                                           |                                                                                                                                                                                                            | Total Mark: _____ / 30                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The level is based on four elements: visual display, oral presentation, project report with background research and logbook.                                                                    |                                                                                                                                                                                                            |                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                           |
| Level 1 (15 to 17)                                                                                                                                                                              | Level 2 (18 to 20)                                                                                                                                                                                         | Level 3 (21 to 24)                                                                                                                                                                                                           | Level 4 (25 to 30)                                                                                                                                                                                                                                                                                                                        |
| Most or all of the four elements are simple or incomplete. There is little evidence of attention to effective communication. In a pair project, one member may have dominated the presentation. | Some of the four elements are simple, or incomplete, but there is evidence of student attention to communication. In a pair project, one member may have made a stronger contribution to the presentation. | All four elements are complete and demonstrate attention to detail. The communication components are each well thought out and executed. In a pair project, both members made an equitable contribution to the presentation. | All 4 elements are complete and exceed age/grade expectations. The visual display is logical and well presented. The project report and logbook are informative and clearly written. The bibliography goes beyond web-based articles. The oral presentation is clear, logical, enthusiastic and contributed to equally in a pair project. |

Submit Judging Forms to the Main Desk in the Judges' Headquarters after completing your ranking. ***These forms are not to be given to students.*** To provide feedback to students use the Project Feedback form.

**Total Score: \_\_\_\_\_ /100**

**To be used as a guide for ranking  
or to determine a grade to break a tie.**

# Result Summary



Result Summary Sheet for 1<sup>st</sup> Round Group # \_\_\_\_\_

| Identification<br>Judging Team # _____                | Judge<br>Initials | Scien.<br>Think.<br>50 | Creat. &<br>Origin.<br>20 | Com<br>30 | Total<br>100 | Average | Overall Rank |
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|                                                       | J 2               |                        |                           |           |              |         |              |
| Proj Number _____<br>Title _____<br>Student(s): _____ | J 1               |                        |                           |           |              |         |              |
|                                                       | J 2               |                        |                           |           |              |         |              |
| Proj Number _____<br>Title _____<br>Student(s): _____ | J 1               |                        |                           |           |              |         |              |
|                                                       | J 2               |                        |                           |           |              |         |              |
| Proj Number _____<br>Title _____<br>Student(s): _____ | J 1               |                        |                           |           |              |         |              |
|                                                       | J 2               |                        |                           |           |              |         |              |

| Circle the # of<br>Medals Required | Gold for first - <u>Awarded</u><br>at Ceremony | Silver for Second | Bronze for Third | Honourable Mention<br>Ribbons |
|------------------------------------|------------------------------------------------|-------------------|------------------|-------------------------------|
|                                    | 0                                              | 1 or 2            | 1 or 2           | 1 or 2                        |

**To Be Turned in by 11:00**



# Round 2 of judging: 11-ish to 2:00 pm, Special Award Judging (as applicable)

## Assignments obtained in Committee Office

Best in Grade, Special Award Finals, Canada-Wide Final Selection

**Best in Grade:** In judging team, you are comparing the best projects of a grade. Take notes as you interview.

Return to the Library, complete ranking form, and hand-in to the QRSTF committee room before 2:00 pm.

**Special Awards**: Continued from the morning, finalized winners list handed in to the QRSTF committee room by 2:00 pm.

**Best in Fair**: Grades 4 to 6; Grades 7 to 8; Grades 9 to 12. Selections completed by 2:30.

**CWSF**: Continues with selection to be completed by 2:30 pm.

# Discussion and Evaluations

14

- Judges are encouraged to discuss the merits of projects in order to determine rankings & awards.
- It is essential that such discussions take place in private – Use the Library and the break out rooms .
- If you are unable to come to an agreement please consult with the Chief Judge.
- Avoid the “Who helped you?” Rabbit hole.



# Roles of a Judge

- Supporter
- Role Model
- Evaluator



# Body Language

➡ Smile !!

- Get low to invite engagement and establish eye contact.



# Additional Information

- Check at the Info desk If you have difficulty locating a project or participant.
- Confer with the Chief Judge if:
  - You have questions about procedures
  - You need help with placement decisions. ***No ties for first place.***

Take up any concerns about the projects with the Chief judge (please do not discuss them with the participant).

# Logistics

- There are 72 projects and 82 judges in the morning.
- ***First round judges have priority.*** There are 28 first round judges all interviewing different projects and expected to move when the bell is rung.

## In Summary:

Be Supportive!

Rank Projects.

Be On Time!

Thank you for your contribution today and let the judging begin!

