JUDGES' ORIENTATION 2026

Welcome! Your time is *much* appreciated!

Quinte Regional Science and Technology Fair

The QRSTF is a **regional** science fair..

The better the judge-student interaction, the better the student experience. Your role as a judge is very important.

The Judges' Handbook can be found at:

- Qrstf.ca
- "Registration" drop down menu
- Select "Judge"
- Scroll down to Judges' Handbook

Judging Tasks

- Select winners of the QRSTF Awards
- Select winners of the Special Awards:
- To select up to 5 students, (grades 7 to 12) to represent our area at the Canada Wide Science Fair.

Your First Role As a Judge

Be Supportive

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.

_____

_____

_____

_____

_____

_____

_____

_____

Recommendations:

_____

_____

_____

_____

_____

_____

_____

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_____

Judged By: _____

_____

January 2025

Home - Quinte Regional Science and Technology Fair

Your Second Role As a Judge

Evaluative – Compare projects to each other.

- First Round judges rank order – 1,2,3, Honourable Mention in a group of 4 to 6 projects.
- Special Award Judges rank their applicants based on conformance to the sponsor's award criteria.
- Canada Wide Judges review projects from gr 7 to 12 and select according to their criteria.

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 **Mark:_____/ 50**

Discovery: An experiment or study	**Innovation:** Develop devices, models or techniques
Level 1 Mark Range 26 to 30 (least impressive)	
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 well known physical theory or social/behavioural intervention.
Level 2 Mark Range 31 to 35	
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 systems, social or behavioural interventions, existing physical theories or equipment, and justify them.
Level 3 Mark Range 36 to 41	
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 behavioural interventions; extend or create new physical theory. Human benefit, advancement of knowledge and/or economic applications should be evident.
Level 4 Mark Range 42 to 50. (most impressive)	
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.

Part B: Creativity and Originality	Mark: / 20		
Level 1 (9 to 11)	**Level 2 (12 to 14)**	**Level 3 (14 to 16)**	**Level 4 (17 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	Mark: ____/ 30		
The level is based on four elements: summary, interview, project display board and sample logbook pages.			
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 displays are logical and well presented. The summary 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.

Total Mark:_____/100 *March 2025*

Enter Marks in the Result Summary sheet. Determine ranks. Submit the sheet to the committee room. ***These forms are not to be given to students.*** Provide the *Project Feedback* form to each student.

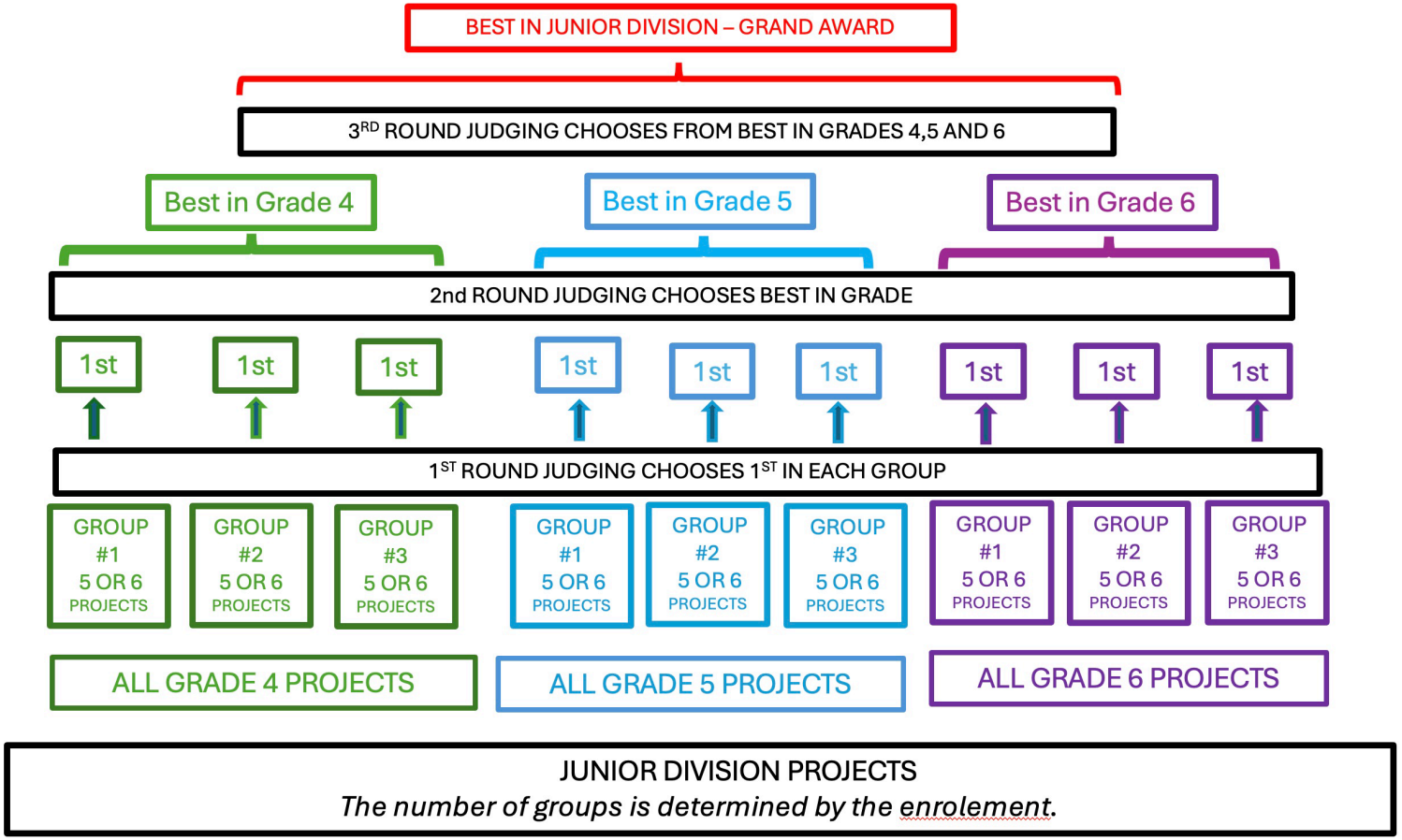
Result Summary Sheet for 1st Round Group # _____

Identification Judging Team # _____	Judge Initial	Scien. Think. 50	Creat. & Origin. 20	Com 30	Total 100	Average	Overall Rank
Proj Number_____. Title_____ Student(s):	J 1						
	J 2						
Proj Number_____. Title_____ Student(s):	J 1						
	J 2						
Proj Number_____. Title_____ Student(s):	J 1						
	J 2						
Proj Number_____. Title_____ Student(s):	J 1						
	J 2						
Proj Number_____. Title_____ Student(s):	J 1						
	J 2						
Proj Number_____. Title_____ Student(s):	J 1						
	J 2						

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

QRSTF Awards Judging Process Grades 4 to 6

The same organization is applied to grades 7 – 8 and 9 to 12



First Round Judging Schedule

- **8:00 – 8:30**
  - Greeted at entrance
  - Judges' envelope
  - Name tag
  - Find your team number on a flag
  - Partner
  - Preview envelope contents: *checklist and project summaries.*
  - Coffee!!

- **8:30 – 9:00** – Chair's remarks & continue preview

- **9:00 – 9:10**
  - Meet students
  - Hand out Good Communicator Award sheets – 1 per student

First Round Judging Schedule

- **9:10 – 10:40** – Interview students independently (15 min max per group). Write notes on Project Summary Sheets. **Move when you hear the bell!**
- **10:40 to 11:00** Complete Result Summary Sheets and Medal Count table. **Turn in Results! Retrieve medals and ribbons.**
- **11:00 – 11:30** Complete the Project Feedback Forms and the QRSTF Evaluation Form. Refer to your notes on the project summary page.
- **11:30 -12:00** Hand out Participation Certificates, placements (ribbons and 2nd and 3rd medals) and debrief students using Project Feedback forms. **Firsts** get their medals at the Award Ceremony
- **12:00 – 12:30** Lunch time. Public viewing begins. Pizza for judges. Turn in all your materials and the evaluation form. Round one is done.

2026

Judge's Feedback to QRSTF Committee Form

In an effort to continue to improve the Fair, we would like to get your comments on this year's science fair. We constantly strive to improve the Quinte Regional Science and Technology Fair experience for both the students and the judges and appreciate and encourage your feedback. Categories and judging procedures and criteria are reviewed annually.

Second Round Judging

- Second round judging takes place 11:15 - 12:00 and 12:30 -1:00
- In your judging teams, you are comparing the best projects of a grade. You choose the best in grade.
- As a team complete the orange ranking form and hand-in to the committee room before 1:00 pm.

Third Round Judging

- Third round judging takes place in the afternoon
- Judging teams will pick the best project in each division – gr. 4-6, gr. 7-8, gr 9-12
- Results are handed in to committee room before 2:30 pm.

Special Awards Judging

- Special Awards judging takes place throughout the day (9:00 - 12:00 and 12:30 - 2:00). First Round Judges have priority access to the projects.
- If you have a large group of projects to judge, it is advisable that you divide them equally amongst the judging team.
- Its imperative that you interview each of the nominees and sign off the "Judged" Tag at the project.
- If no project among the nominees meets your criteria, then you are encouraged to look through the fair for one that is eligible.
- Once all projects have been judged, meet as a group to discuss the strongest candidates for the award.
- Choose a winner and go to the committee room and submit the orange result form with your choice no later than 2:00pm.

Ranking vs Marking

- Your evaluative role is to rank the projects in order of excellence.
- The Judging Rubric and the Result Summary Sheet are intended to provide structure and promote objectivity.
- They can be particularly useful when differentiating between projects of similar levels of competence.
- Consult the chief judge if there is difficulty in making a decision. *There are no ties for 1st.*
- *Reminder: the students do **not** see the marks.*

Project Types

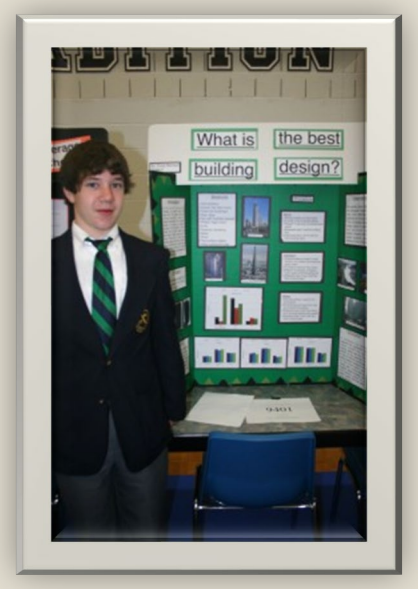
- **Discovery - includes Experiments and Case Studies**

- **Innovations – develop new devices**

- *All project types are eligible and judged against each other.*
- *The emphasis is on process and communication.*

Experiments

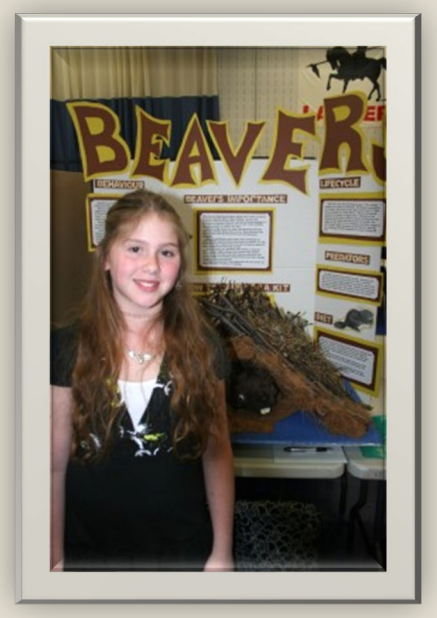
- **Compare different things**
  - Efficiency of various light bulbs
  - Effect of sunlight on fabric types



- **Examine the effect of a change in some factor**
  - Effect of daylight length on plant growth
  - Effect of temperature on cyanoacrylate glue adhesion strength

Studies

- **Collect and analyze information**
  - Loon habitats
  - Meteors and human history
  - Age of airliners and crash probabilities



Innovations

- **Develop new devices**
  - Biodegradable golf tees
  - A voice controlled faucet
  - Binocular robotic vision
  - Computerized snow-pushing robot

Additional Information

- If you have difficulty locating a project or participant please report to the info desk and they can direct you.
- All discussions among judges should occur out of earshot of students, preferably in the judges' room (Library).
- Consult the Chief Judge if:
  - You have any concerns about procedures or projects.
  - You are unable to come to an agreement about placement – remember there are no ties for first!

Additional Information

- Mentorship and support!
- If you must cancel out, please call, text or email Christopher Spencer: 613-919-8013, or **cspencer.qrstf@gmail.com**
- Please declare a conflict of interest if any student is either related to you or has been instructed by you. A reassignment will occur.
- A final reminder: please read your **Judges' Handbook**

THANK YOU!

WE SINCERELY APPRECIATE YOUR PARTICIPATION AND COMMITMENT.