Lincoln Avenue Elementary School

Sayville, New York 11782

ELEMENTARY SCIENCE FAIR ENTRY FORM

MARCH 3, 2020

This form is to be completed and returned to the classroom teacher by ***February 12, 2020***.
Please find the rubric teachers and judges will use to evaluate projects, attached.

Student Name(s): _____ **Teacher Name(s):** _____

_____ _____

_____ _____

If your child is eligible to work in a group, (Grades K-3), please list all members.

_____

_____

_____

Grade: _____

Title of Project: _____

Parent Signature: _____

The fair will be held on *March 3, 2020.* Please check with your child's teacher as to the date your child should bring the project to school.

Science Fair Handouts

Project Summary

Please use the outline below to help you plan and complete your project.

Name: _____ School: _____

Grade: _____

The title of my project is: _____

SCIENTIFIC METHOD	ENGINEERING METHOD
PROBLEM: The problem I am trying to solve is: **MATERIALS**: To solve this problem, I am going to use: **PROCEDURES**: This is what I will do to solve this problem: **BACKGROUND/RESEARCH**: What do you do and what have you learned about the problem. **HYPOTHESIS**: This is what I think will happen after I try my tests: **CONCLUSION**: Were the results what I expected? What does the data tell me? What could I do to improve my project? What would a future project look like?	**PROBLEM:** The problem I am trying to solve is: **MATERIALS:** To solve this problem, I am going to use: **BACKGROUND/RESEARCH:** What do you know and what have you learned about the problem? **SOLUTION:** After brainstorming, choose a solution you feel is best. **DEVELOP THE SOLUTION:** Develop your prototype. **TEST**: How well does your prototype work? What does your data tell you? **REDESIGN:** How could you improve your project? **CONCLUSION:** Were the results what I expected?

Parent _____

Teacher _____

Sayville Schools
LINCOLN AVENUE ELEMENTARY SCHOOL
Sayville, New York

SCIENCE FAIR RULES

1. Projects are required from students in grade 4 and 5.

2. Projects from students in grades K-3 may be the result of efforts of individual students or teams of students. Grade 4 and 5 students may enter only individual projects. All students entering a group project must be on the same grade level, and the group size is limited to one class. Adult support is encouraged; however, the project must clearly reflect the students' own efforts.

3. All projects must be durable and safe. Moveable parts must be firmly attached. We do not have facilities for electricity, running water or drainage. Live animals and dangerous chemicals may not be exhibited.

4. Projects may consist of a demonstration model, an experiment, a working mechanism, or charts, diagrams or collections with a scientific objective.

Student's name should not be visible.

We will keep track of the students' projects by assigning a number to each child when he/she submits an Entry Form. (See entry form attached.)

5. Project dimensions should not be larger than 36" high, 32" wide and 18" deep. Displays must be freestanding.

6. The following criteria will be used to judge the projects:

- Questions/Hypothesis
- Investigative Procedures
- Investigation Thoroughness
- Analysis/Conclusion
- Creativity
- Support from Others – The project reflects the students work. If parental help or a teacher's help is provided, it is clearly indicated.
- Organization/Esthetics

SCIENCE FAIR COUNTDOWN

6 Week Timetable

Date of Science Fair _____

Date to begin working on the project (count back 6 weeks from Science Fair opening date)

Scheduled Completion Date	Actual Completion Date	
_____	_____	Week 1

- Choose a topic or problem to investigate. Be sure it can be tested and measured.
- Check resources in school or community library.
- Contact experts in the field.
- Gather all the written material and video you can find on the topic

_____ _____ Week 2

- Begin creating your "lab write-up" or project summary.
- Start experiment.
- Record results, make observations and take photographs.

_____ _____ Week 3

- Begin display unit.
- Complete your research.
- Consult with experts (scientists, college professors, teachers, and parents) to check your progress.
- Begin designing a graph to show your results.

_____ _____ Week 4

- Continue collecting items for display (pictures, photos).
- Continue your experiments.
- Think about how your information may be useful to others. Why is this important?

_____ _____ Week 5

- Construct display, graphs or charts
- Double check your written data
- Complete experiment and record data.
- Complete the project summary.

_____ _____ Week 6

- Put the project board together. Be sure to include all parts of the scientific process.
- Reflect! What would you do differently? Did you get the results you expected? What do the results mean? Do your results match your research? Why?

JUDGES' RUBRIC
BNL Elementary School Science Fair

Criteria	4	3	2	1
Originality of Question	Original idea going beyond a traditional or existing idea.	Different perspective on a traditional idea.	Expanding an existing idea.	No originality.
Hypothesis/ Define the Problem	Thoroughly developed with reasoning. Ex. "I think...because..." or a clearly defined problem to be solved or question to be answered.	Sufficiently developed.	Partially developed.	Major flaws.
Procedures/ Engineering Design Solutions	Easy to follow sequence of the Scientific Method or Engineering Design Process. Dated sequence of entire process captured by the student in a log or journal. This includes all observations, data collection, and changes to project.	Easy to follow sequence of the Scientific Method or Engineering Design Process. Dated sequence of entire process captured by the student in a log or journal with moderate detail.	Somewhat difficult to follow because of lapses in the sequence of the Scientific Method or Engineering Design Process. Minimal documentation included in a log or journal.	Difficult to follow; no sequence of the Scientific Method or Engineering Design Process. No data collection shown.
Investigation Trials	Experiment was performed 3 or more times and/or sample size was exceptional or engineering design was tested 3 or more times.	Experiment was performed 2 times and/or sample size was adequate or engineering design was tested 2 times.	Experiment was performed 1 time and/or sample size was minimal or engineering design was tested 1 time.	Experiment was performed incompletely.
Analysis	Data is clearly presented in the form of a table, chart, or other graphic organizer and directly relates to the hypothesis/question/problem.	Data is reasonably presented and shows good relationship to hypothesis/questions/ problem.	Data is minimally presented and shows some relationship to hypothesis/question/ problem.	Data is not presented and no relationship to hypothesis/question/ problem is evident.
Evaluation/ Conclusion/ Solution	A logical conclusion has been drawn based on the data collected or the design(s) tested. The conclusion or design answers the hypothesis/question/problem and/or raises a new hypothesis/question/problem. Has real world application.	A logical conclusion has been drawn based on the data collected or the design(s) tested.	A fairly reasonable conclusion has been drawn based on the data collected or the design(s) tested.	The conclusion drawn or solution designed is not shown to relate to the data collected.
Presentation *(Overall Impression)*				

*Scientific Method: question, hypothesis, investigating/testing, analysis and evaluation/conclusion.

**Engineering Design Process: Identify a need or problem, research/brainstorm possible solutions, choose solution(s), design solution(s), test and evaluate.