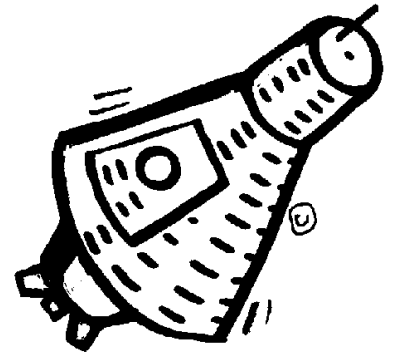
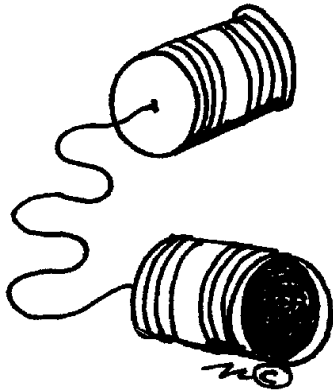
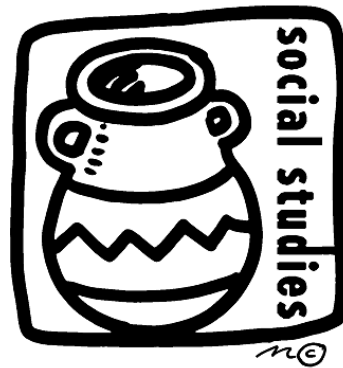
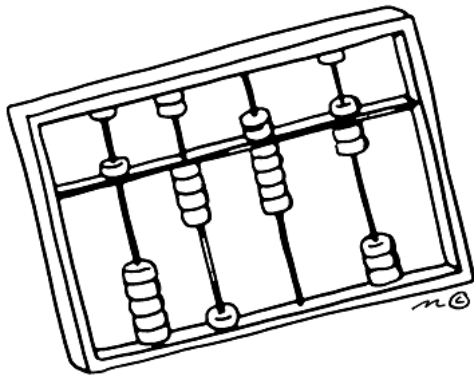


# Wisconsin Conference Educational Fair



**March 30, 2008**

**WISCONSIN ACADEMY  
COLUMBUS, WISCONSIN**

## GOALS AND OBJECTIVES:

- ❖ To promote interest in learning in Adventist schools
- ❖ To provide opportunities to share knowledge
- ❖ To promote unity among schools
- ❖ To promote K-12 Adventist education in Wisconsin
- ❖ To reinforce the relationship between Creator and creativity

Intelligent people are always ready to learn. Their ears are open for knowledge.

Proverbs 18:15, *New Living Translation Bible*

The wise are mightier than the strong, and those with knowledge grow stronger and stronger.

Proverbs 24:5, *New Living Translation Bible*

“God entrusts [all] with talents and inventive genius, in order that his great work in our world may be accomplished. The inventions of human minds are supposed to spring from humanity, but God is behind all.”

- Ellen G. White, *Special Testimonies on Education*, p. 7

“God is the author of science. Scientific research opens to the mind vast fields of thought and information, enabling us to see God in His created works. Ignorance may try to support skepticism by appealing to science; but instead of upholding skepticism, true science contributes fresh evidence of the wisdom and power of God. Rightly understood, science and the written Word agree, and each sheds light on the other. Together they lead us to God by teaching us something of the wise and beneficent laws through which He works.”

-Ellen G. White, *Counsels to Parents, Teachers, and Students*, p. 426

## STUDENT PARTICIPATION

In the spirit of educational exploration, it is expected that each student and teacher participating in the Educational Fair will familiarize himself or herself with this handbook.

Failure to adhere to these guidelines will be reflected in the judges' evaluation of projects. For your convenience several checklists have been included with this material, which we hope will prove useful.

## CURRENT SCIENCE FAIR COMMITTEE

Ken Kirkham, Marshall Bowers, Jody Marsh, Arlen Mekelburg, Doug Flahaut, Tola Ewers, Linda Rosen, Keith Hatcher and Carol Driver

Science Fair Guidelines updated: 12/19/2007

Dear Students,

December 19, 2007

It is time to make plans for the upcoming Wisconsin Conference Educational Fair, March 30, 2008. If you follow the guidelines and suggestions in this booklet carefully, you will find the experience exciting and rewarding.

It is best to go through the booklet with your teacher, page by page, and then discuss how you will participate in the fair. After you have chosen the category and subject, follow the guidelines for researching and exhibiting your results.

Ribbon awards will be given to each participant. Of course, judges will only give a first place award to participants who have an OUTSTANDING exhibit and have followed all the rules carefully. You will want to use the checklists that are found in the appendices of this booklet to make sure that you will qualify. Judges will be judging the exhibits beginning at 10:45 a.m. The displays will need to stay in place until after the closing prayer at the end of the day. If displays are taken down early they will not receive a ribbon.

All exhibitors will receive scholarships to Wisconsin Academy in their W.A. passbooks.

Andrews University will again be providing \$2,000 in scholarships. These will be given at the discretion of the Educational Fair Committee to the students who plainly show that solid research and creative thought went into their display.

To save time on fair day and to be sure we have enough tables for everyone, we are requiring you to pre-register. Please return the registration form by February 15, 2008. **No late registrations will be accepted. Students are required to mail or fax their own registration form. Teachers, school secretaries and parents may show the student how to mail or fax the form but may NOT do it for them.**

This year we will again be bringing in Ben Roy, Science Zone Director. He will have another program that will be as exciting as the ones he has presented in the past.

We hope that you will enjoy your project and preparation for this special fair. It is our hope that your respect, admiration and love for the Creator of the universe, who is also the Author of all knowledge and the laws of science, will be greatly enhanced.

Sincerely,

Ken Kirkham  
Superintendent of Education

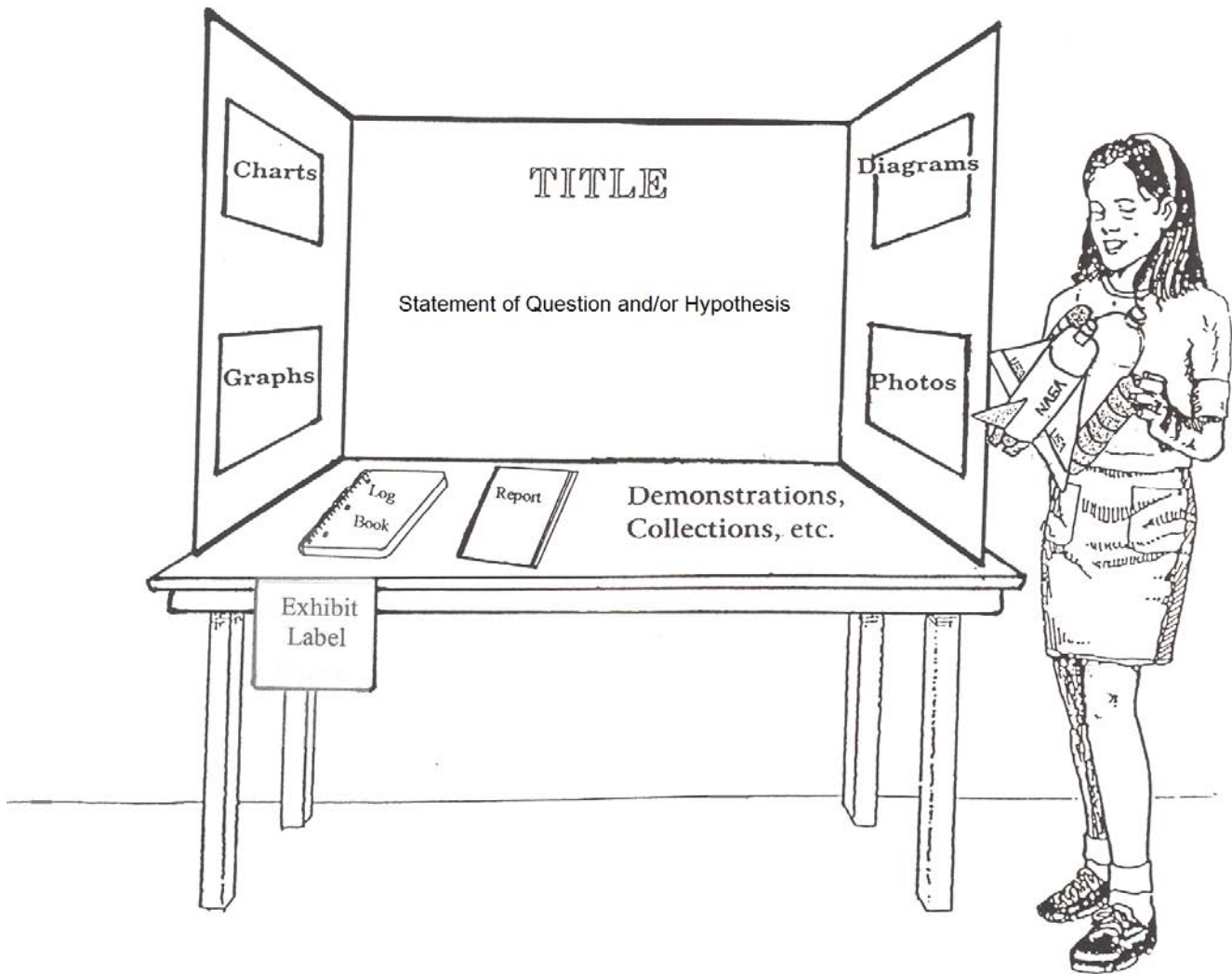
KK/cd

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# A TYPICAL EDUCATIONAL FAIR PROJECT



# PROJECT TYPES, LEVELS AND SUBJECTS

## Types

Two types of student involvement are allowed. Projects will be entered and judged based on these types:

### ❖ **INDIVIDUAL**

A single student with limited teacher/parent assistance will plan, conduct and display his or her project.

### ❖ **TEAM**

A team of only two students with limited teacher/parent assistance will plan, conduct and display their project. Only one Registration Form is needed for a team.

## Levels

Exhibits will be entered and judged at three grade levels:

Grades 5 and 6  
Grades 7 and 8  
Grades 9 and 10



# PROJECT CATEGORIES

**Categories:** Exhibits may be entered and judged in five categories:

### 1. **Social Studies**

Students may choose to research any social studies topic including geography, history, government or economics. Projects must make a connection of the topic to the Bible, Christianity or some aspect of Adventism. For example, students might select a country or people group to research and explore an ADRA or Adventist Frontier Missions project in that country or with that people group. Another idea might be to research someone from Adventist history, such as William Miller, Desmond Doss or Sojourner Truth. Students must clearly identify the purpose of their project and explain how the topic is important for today's students. They should ask a question, explore and research the question, and come to a conclusion.

### 2. **Math**

Students may choose any math topic to research. This includes, but is not limited to, creating a math-based game, researching famous mathematicians and their work, or researching a mathematical topic. Math subjects include probability, geometry, arithmetic, fractions, measurement and statistics.

### 3. **Inventions**

Students may choose to research and design a new device or process used to solve problems, improve conditions or fill needs. This can be a new idea or improvement on an existing idea. Student should provide a prototype, a description of how the invention evolved, how it operates, its benefits, and when possible a bibliography.

### 4. **Science Experiment**

Students will use the scientific method which includes stating the problem in question form, formulating the hypothesis, testing the hypothesis, recording the data, and stating a conclusion.

## 5. Science Research

Choose a question and hypothesis, and then conduct RESEARCH of written, interviews, video or other material to TEST the hypothesis.

### Question and Hypothesis (Science Experiment and Science Research only)

**QUESTION:** Think about things in nature, health, computers, etc. which cause you to wonder why or how? (see suggested subjects p.6 and topics p. 12).

**Do** use these words to start your hypothesis: **WHY, HOW**

**Don't** use these words to start your hypothesis: **does, do, can, will**

**HYPOTHESIS:** This is your guess as to the answer to the "why" or "how" before you do the research or experimentation.

Example 1: Question: "**Why** is the sky blue?"

Hypothesis (your guess): "The sky is blue because oxygen is blue."

Example 2: Question: "**Why** are so many teenagers developing eating disorders such as anorexia or bulimia?"

Hypothesis: "Eating disorders are related to peer pressure and media influence."

Example 3: Question: "**How** does birth order affect your temperament?"

Hypothesis: "People play the roles that are expected of them."

Example 4: Question: "**How** do colors affect consumer choices?"

Hypothesis: "Red color packaging is most appealing to consumers."

INCORRECT question/hypothesis:

Question: "Do seashells have calcium carbonate?"

Hypothesis: "Yes, I think they do."

### What do I do next?

It will then be necessary to do RESEARCH and/or conduct EXPERIMENTS that will **TEST whether** your hypothesis (or your guess) is correct or not correct. You need to consider what you can do to **TEST** your hypothesis.

**IMPORTANT NOTE:** Do not be disturbed if you find that your hypothesis is not right. Students whose work does not support their hypothesis will be scored just as high as those whose work shows their hypothesis to be acceptable. The purpose of research and experimenting is to find right and wrong answers.

# PROJECT REQUIREMENTS

## The Project...

Should be entirely the work of the student(s) including the logbook/diary, formal report, and exhibit. Project subjects, procedures, format, and ideas may be offered but all decisions and work (including typing) is to be that of the student(s). Only one individual project may be entered. A student may also be part of a team project. Keep the expense of the project to a minimum.

## Logbook/Diary...

Is required for each project (see examples on pages 22-24). A **handwritten**, detailed logbook/diary should include dates, times, places of experimentation, materials used, procedures followed, and observation, as well as questions that have occurred to the student as the project progresses. The logbook/diary should include the total time spent on the project, names of others who helped with the project, how they helped and how much time they spent helping. **An adult must sign the last page of the logbook/diary to verify its content.**

## Formal Report...

Is required for each exhibit. A short report is required for experiments; a lengthier, and in-depth report is required for all research projects. All reports must be **typed** by the student(s) doing the exhibit. The report must be in the student's own words. Students should check the report for accuracy and correct spelling. The report should include the following **(typed on separate pages)**:

- a. **Title Page** – the title, student's name, teacher's name, and date of the educational fair
- b. **Table of Contents** – a listing of the contents that follow and their page numbers
- c. **Question** – Here the question are stated along with an explanation of why student decided to answer this question.
- d. **Hypothesis** -- For Science Experiment and Science Research only. Hypothesis are stated along with an explanation of why student decided to test this hypothesis.
- e. **Materials** – This page contains a detailed listing of all materials used in your project. The student(s) should be as specific as possible.
- f. **Main Body** – Detail all the steps taken in testing your hypothesis or steps taken in doing your project. The information should be clear and thorough so that **another person could duplicate the investigation just as you did it**. Each step includes all observations and supporting graphs, charts, histograms, etc.
- g. **Conclusion** – Analyze the information collected during your study and determine whether the information proves the hypothesis or answers the questions you had to cause you to do your project.

**Note:** Both the **Formal Report** and The **Logbook** must be separate from the display board.



**Bibliography** – List alphabetically all books, magazines, newspapers, pamphlets, interviews, websites, etc. used in the report. There should be at least three different **types** of sources and for Research project there should at least as many sources as the highest grade level of the student (grades 5/6=6 sources, grades 7/8 = 8 sources, grades 9/10 = 10 sources). Below is an example of a bibliography page showing the correct style for listing different sources.

<b>Types of Sources</b>	<b>Bibliography</b>
<b>CD-Rom</b>	Author/editor (if given). "Title of Article." <i>Title of Work</i> . Type of medium, version. Place of Publication: Publisher, date.
<b>Website</b>	Author's last name, first name. "Title of Document." Type of medium. URL. Accessed day, month, year. <b>Example:</b> Phillips, Richard. "About Today's Date." Online. <a href="http://kalama.doe.Hawaii.edu/hern95/rt007/">http://kalama.doe.Hawaii.edu/hern95/rt007/</a> . Accessed 13 March 1997.
<b>Encyclopedia</b>	"Title of article". <i>Title of Encyclopedia</i> . Date of publication. <b>Example:</b> "Computer." <i>The Learning Encyclopedia</i> . 1984 ed.
<b>Interview</b>	Last name, first name of person being interviewed. Interview. Date of interview. <b>Example:</b> Kirkham, Ken. Interview. January 23, 2006.
<b>Periodical</b>	Author's last name, first name. "Title of article". <i>Journal Title</i> . Volume number, pages referenced. <b>Example:</b> Jones, Sandra. "How Insects Behave." <i>Scientific Digest</i> . Vol. XXX(1982), pp. 83-87.
<b>Magazine</b>	Author's last name, first name. "Title of article". <i>Magazine Title</i> , date of publication, pages referenced. <b>Example:</b> Richards, Randy. "New Ideas with Computer." <i>Computer Life</i> , March 1986, pp. 5-10.
<b>Book</b>	Author's last name, first name. <i>Title of book</i> . Place of publication: publishing company, date of publication. <b>Example:</b> Smith, John. <i>All About Science</i> . New York: Superior Book Company, 1985.
<b>Online Periodical</b>	Author's last name, first name. "Article Name". <i>Periodical name</i> . Date of electronic publication. Website address. Date of access. <b>Example:</b> Smith, Susan Lampert. "They Stayed on the Farm." <i>Wisconsin State Journal Online</i> . May 28, 1998. <a href="http://www.madison.com/wsj/">http://www.madison.com/wsj/</a> . May 6, 1999.
<b>Newspaper, no author</b>	"Title of article". Date of publication. <i>Title of newspaper</i> , page/section. <b>Example:</b> "New Drug Appears To Sharply Cut Risk Of Death From Heart Failure". July 15, 1993. <i>The Washington Post</i> , p. A12, A19.

# PROJECT REQUIREMENTS (cont'd)

## Brief Oral Presentation...

is required of all projects. The student(s) displaying the exhibit must be present at the assigned time of judging to give a brief oral presentation of the project and to respond to any questions presented by the judge(s).

Rehearse your oral presentation in advance. You will want to show the judges that you can explain each step that you took and why you took each step. You should be able to explain what you learned from your study and even how you feel about what you learned.

*Be prepared to answer questions such as these in your oral presentation:*

- ❖ What did you learn? Be specific.
- ❖ Explain your project.
- ❖ What did you most enjoy about your project?
- ❖ What was most difficult about your project?
- ❖ To what field does your project apply?
- ❖ How does your project relate to the Bible?
- ❖ What did you learn about God as the Creator?
- ❖ What did you learn about God's love?

## The Exhibit...

Must conform to all size and safety specifications. The display should be clear, legible, organized, and express a degree of originality and creativity. The Exhibit Label (p.21) should be filled out and taped to hang down the front of your table (see p. 5).

## Visual Aides Used in the Exhibit...

Must comply with Adventist standards and federal law. At no time, under no circumstances, with no exceptions, may guns of any type, knives, weapons, explosives, gun shells (empty or not empty), or items with the **appearance** of the above-mentioned items be brought on the WA campus. This violates the federal laws restricting these items from schools and school grounds. All schools are required to enforce zero tolerance on weapons violations.

When cigarettes, drugs or drug paraphernalia are used as visual aides in a project, the items must be **attached** to the display board in such a manner that they are unusable if removed from the board. These items may not be displayed on the table in front of the display board. It is suggested that, where possible, pictures be used rather than the actual item.

# EXHIBITS

## General Guidelines

- ❖ A project display can be no larger than 30 inches front to back or 48 inches wide or 60 inches high.
- ❖ A table will be provided.
- ❖ Each exhibitor will be responsible for furnishing all display materials needed for the project.
- ❖ **Limited electrical** source will be provided.
- ❖ Safety must be a prime consideration. No flames, caustic materials, volatile liquids, highly combustible materials, poisons, strong acids or bases, or harmful drugs should be displayed.
- ❖ The student(s) should be responsible for the total project. Adult involvement should only be supportive. Project subject suggestions can be offered, but must be chosen by the student(s). Reasonable financial assistance can be given. The exhibit should be the work of the student(s).
- ❖ Projects are not to be removed from the Fair facility until the awards ceremony is completed.



## Tips for Constructing Exhibits

- ❖ Exhibits can be constructed of two to four panels made of sturdy material such as cardboard, pegboard, or wood. Panels should be able to stand and support themselves after being fastened together with tape or hinges.
- ❖ All titles should be written or typed neatly and be self-explanatory. The title of the project should be placed across the top of the panels. The title is related directly to the hypothesis or question being asked. Science project subtitles question should follow the scientific method and include such headings as: Problem, hypothesis, experiments, methods, results and conclusion.
- ❖ Graphs can be rendered as line, bar or pie graphs. Color graphs have eye appeal and should be encouraged.
- ❖ Visual displays, such as photographs, computer graphics and drawings are valuable additions to a panel display.
- ❖ Both the formal report and logbook must be separate from the display board.
- ❖ Care should be taken with text materials to ensure easy reading (logbook/diary neatly written and formal report typed).
- ❖ Exhibits should be designed so that no dangerous conditions exist with the material and equipment on display.
- ❖ Participants should label all materials on display. Some wear and tear on the exhibit while open to the public should be expected.

# MISCELLANEOUS



## Researching the Topic

During the early stages of research, you should use books that are easy to read to develop an understanding of the basic vocabulary and background information about your topic. You should seek the most current resources available.

When writing to governmental agencies, science institutes, commercial companies and others, be very specific in requesting information and assistance. A set of questions should be prepared in advance when interviewing resource people.

Possible sources of information include: ADRA.org, airports, animal hospitals, botanical gardens, colleges and universities, governmental agencies, hospitals, industries, local libraries, nature centers, telephone books and zoos.

The United States Government Printing Office is an excellent source of printed material. Send a letter indicating your topic area and you will receive a catalog of available books and pamphlets. The address is: U.S. Government Printing Office, Superintendent of Documents, Washington, D.C. 20402.

You may wish to check out additional sources, including your local library reference section, student activity books for the denominational science series, encyclopedias and this website [www.exploratorium.edu](http://www.exploratorium.edu)

## Possible Topics

Let your exhibit be an extension classroom or home activities. Have you ever wondered about why things happen? That would probably be a good place to start. Here is a list of possible topics but not limited too.

Science	Science Research	Math	Social Studies	Inventions
Experiment	Volcanoes	The life and works	Natives Americans	New Ideas or
Molds	Birds	of Archimedes,	Slavery	improvement on
Erosion	Pulse Rate	What is a Mobius	ADRA project	existing ideas.
Temperature	Vitamins	Strip?	Religious	
Plant Growth	Populations	What is a	Prosecution	
Mechanical Energy	Insects and Odors	Tessellation?	Middle East	
Food Preserving	Sleep Disorders			

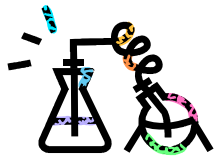
## Working with Live Animals

**Projects with animals must be approved by the Wisconsin Academy Science Teacher by January 28, 2008.** They must be conducted with respect for life and an appreciation of humane considerations that would be afforded all animals. The comfort of the animal used in the experiment must be a prime consideration. No experiment using live animals can be attempted unless the animal has been obtained from a reliable source and the following conditions can be assured:

- Appropriate and comfortable quarters
- Adequate food and water (please do not bring live bait/food to feed your critter).
- Humane treatment and gentle handling

If you have any questions regarding the exhibition of live animals, call the Wisconsin Academy science teacher at 920-623-3300.





WISCONSIN CONFERENCE  
EDUCATIONAL FAIR 2008  
**REGISTRATION FORM**

Please complete this form, one per entering student OR one per team  
and return by **February 15, 2008**.

STUDENT'S NAME \_\_\_\_\_  
(Please PRINT)

STUDENT PARTNER'S NAME (if applicable) \_\_\_\_\_  
(Please PRINT)

SCHOOL \_\_\_\_\_

GRADE LEVEL     5/6     7/8     9/10

T-SHIRT SIZE:     Small     Medium     Large     X-Large  
(Select 2 if partners)

**CATEGORY** - Check only one category below and answer the question and Hypothesis.

Experimentation     Research     Math     Social Studies     Invention

Question, Idea, or Hypothesis \_\_\_\_\_  
\_\_\_\_\_

How will you prove/disprove this hypothesis? \_\_\_\_\_  
\_\_\_\_\_

Electrical:     YES     No

**Sign up for one of the Academic Adventures to be held after lunch:  
Making Music Discoveries, Language Arts Creative Writing Journey, Math Mysteries,  
Investigating Inventions or Science Awe-Strikers**

First Choice \_\_\_\_\_  
Second Choice \_\_\_\_\_  
Third Choice \_\_\_\_\_

**Each student** (or one per team) is required to submit his or her own registration form. Do not ask your parents, teacher, or school secretary to send your form. (You may ask them to show you how.) Entries must be pre-registered and must be postmarked/faxed or e-mailed to [cdriver@wi.adventist.org](mailto:cdriver@wi.adventist.org) on or before **February 15, 2008**. **No late registrations will be accepted.** Mail to: Education Dept., Wisconsin Conf. of SDA, P.O. Box 7310, Madison, WI 53707. Fax: 608-837-9421. **It is your responsibility to make sure the fax goes through.**

TEACHER'S SIGNATURE \_\_\_\_\_

# TEACHER / STUDENT CHECKLIST

	TO DO LIST	DUE DATE	COMPLETED DATE
1	Select Topic		
2	Form Question & Question and Hypothesis		
3	Explore Resources		
4	Animal Project OK'd by WA Science Teacher	1-28-08	
5	Mail, e-mail or fax Registration Form to Conference Education Dept.	02-15-08	
6	Start Logbook/Diary and Report		
7	Find materials		
8	Investigation		
9	Prepare results		
10	Plan Display		
11	Construct Display		
12	Complete Logbook/Diary and Report		
13	Prepare Summary		
14	Are you going to purchase a \$5 hot lunch at the Fair?	Before 10:00 a.m. 03-30-08	
15	Prepare for Judging		
16	Student, prepare your Exhibit Label <b>BEFORE ARRIVAL AT THE FAIR!</b> Fill in all information and bring it to the Fair.	03-30-08	
17	Teacher, if 85% of your 5-12 graders come to the EF, you can count it as a school day for the entire school. Grades 1-4 may come but are not required to attend the fair.		
18	<b>Bring to the Fair:</b> a. Project b. Exhibit Label c. Lunch or Lunch money		

## Science Experiment Judging Rubric

Project # \_\_\_\_\_ Judge \_\_\_\_\_

Grade Level 5 & 6 \_\_\_\_\_ 7 & 8 \_\_\_\_\_ 9 & 10 \_\_\_\_\_

### PRODUCT

**35 points possible**

Bibliography included

Variety of sources used and cited											no sources cited				
5	4	3	2	1											0

Use of Visuals to display data- charts, tables,

Outstanding											no visuals				
5	4	good 3	fair 2	1											0

Organized, Neat, and grammatically correct for grade level

Very organized and neat											not organized, errors throughout	
10	9	8	7	6	average 5	4	3	2	1			0

Logbook, dates, times, materials used, procedures, observation, questions

Outstanding											Needs Improvement				
15	14	13	12	11	10	average 9	8	7	6	5	4	3	2	1	0

### CLARITY AND KNOWLEDGE

**55 points possible**

Question is clear and specific

Very Clear and Specific											No Question	
10	9	8	7	6	5	4	3	2	1			0

Clear and Specific Hypothesis

Clear and Specific Hypothesis											No Hypothesis	
10	9	8	7	6	5	4	3	2	1			0

Demonstrates knowledge of subject chosen

Complete understanding											Lacks understanding	
10	9	8	7	6	5	4	3	2	1			0

Complete and thorough Scientific Method displayed (step by step)

Excellent use of scientific method											No scientific method	
10	9	8	7	6	Adequate use of scientific method 5	4	3	2	1			0

Conclusion relevant and supported by data

Fully supported by data											Conclusion not related to data	
10	9	8	7	6	Somewhat supports 5	4	3	2	1			0

Grade Level Appropriate –shows own work

Very appropriate											Too difficult/easy for this age			
5					4				3			2	1	0

### OVERALL PROJECT AS A WHOLE

**10 points possible**

Outstanding											Needs Improvement	
10	9	8	7	6	5	4	3	2	1			0

TOTAL \_\_\_\_\_/100 POINTS



## Science Research Judging Rubric

Project # \_\_\_\_\_ Judge \_\_\_\_\_

Grade Level 5 & 6 \_\_\_\_\_ 7 & 8 \_\_\_\_\_ 9 & 10 \_\_\_\_\_

### PRODUCT

**35 points possible**

Bibliography included

Variety of sources used and cited										no sources cited		
5	4	3	2	1	0							

Use of Visuals

Outstanding										no visuals		
5	4	3	2	1	0							

Organized, Neat, and grammatically correct for grade level

Very organized and neat										average			not organized, errors throughout		
10	9	8	7	6	5	4	3	2	1	0					

Logbook, dates, times, materials used, procedures, observation, questions

Outstanding										average			Needs Improvement		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0

### CLARITY AND KNOWLEDGE

**55 points possible**

Topic is clearly stated and investigates a science topic

Clear topic and easy to understand										Confusing			
10	9	8	7	6	5	4	3	2	1	0			

Demonstrates knowledge of subject chosen

Complete understanding										substantial amount			some amount			Lacks understanding		
20	18	16	14	12	10	8	6	4	2	0								

Easy to Understand and Follow

Easy to understand										Confusing			
10	9	8	7	6	5	4	3	2	1	0			

Correct Information

Accurate information										Some errors			Many errors		
10	9	8	7	6	5	4	3	2	1	0					

Grade Level Appropriate –shows own work

Very appropriate										Too difficult/easy for this age							
5				4				3				2				1	0

### OVERALL PROJECT AS A WHOLE

**10 points possible**

Outstanding										Needs Improvement			
10	9	8	7	6	5	4	3	2	1	0			

TOTAL \_\_\_\_\_/100 POINTS

## Social Studies Judging Rubric

Project # \_\_\_\_\_ Judge \_\_\_\_\_

Grade Level 5 & 6 \_\_\_\_\_ 7 & 8 \_\_\_\_\_ 9 & 10 \_\_\_\_\_

### PRODUCT

**35 points possible**

Bibliography included

Variety of sources used and cited  
5                      4                      3                      2                      1                      no sources cited  
0

Use of Visuals

Outstanding                      good                      fair                      no visuals  
5                      4                      3                      2                      1                      0

Organized, Neat, and grammatically correct for grade level

Very organized and neat                      average                      not organized, errors throughout  
10   9   8   7   6   5   4   3   2   1   0

Logbook, dates, times, materials used, procedures, observation, questions

Outstanding                      average                      Needs Improvement  
15   14   13   12   11   10   9   8   7   6   5   4   3   2   1   0

### CLARITY AND KNOWLEDGE

**55 points possible**

Topic is clearly stated and investigates a social studies topic

Clear topic and easy to understand                      Confusing  
10   9   8   7   6   5   4   3   2   1   0

Demonstrates knowledge of subject chosen and conclusion to question is stated

Complete understanding                      substantial amount                      some amount                      lacks understanding  
20   18   16   14   12   10   8   6   4   2   0

Easy to Understand and Follow

Easy to understand                      Confusing  
10   9   8   7   6   5   4   3   2   1   0

Correct Information

Accurate information                      Some errors                      Many errors  
10   9   8   7   6   5   4   3   2   1   0

Grade Level Appropriate –shows own work

Very appropriate                      Too difficult/easy for this age  
5                      4                      3                      2                      1                      0

### OVERALL PROJECT AS A WHOLE

**10 points possible**

Outstanding                      Needs Improvement  
10   9   8   7   6   5   4   3   2   1   0

TOTAL \_\_\_\_\_/100 POINTS

# Mathematics Judging Rubric

Project # \_\_\_\_\_ Judge \_\_\_\_\_

Grade Level 5 & 6 \_\_\_\_\_ 7 & 8 \_\_\_\_\_ 9 & 10 \_\_\_\_\_

**PRODUCT**

**35 points possible**

Bibliography included

Variety of sources used and cited  
 5 4 3 2 1 no sources cited 0

Use of Visuals

Outstanding good fair no visuals  
 5 4 3 2 1 0

Organized, Neat, and grammatically correct for grade level

Very organized and neat average not organized, errors throughout  
 10 9 8 7 6 5 4 3 2 1 0

Logbook, dates, times, materials used, procedures, observation, questions

Outstanding average Needs Improvement  
 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1 0

**CLARITY AND KNOWLEDGE**

**55 Points possible**

Topic is clearly stated and investigates a mathematics topic or person

Clear topic and easy to understand Confusing  
 10 9 8 7 6 5 4 3 2 1 0

Demonstrates knowledge of subject chosen

Complete understanding substantial amount some amount Lacks understanding  
 20 18 16 14 12 10 8 6 4 2 0

Easy to Understand and Follow

Easy to understand Confusing  
 10 9 8 7 6 5 4 3 2 1 0

Correct Information

Accurate information Some errors Many errors  
 10 9 8 7 6 5 4 3 2 1 0

Grade Level Appropriate –shows own work

Very appropriate Too difficult/easy for this age  
 5 4 3 2 1 0

**OVERALL PROJECT AS A WHOLE**

**10 points possible**

Outstanding Needs Improvement  
 10 9 8 7 6 5 4 3 2 1 0

TOTAL \_\_\_\_\_/100 POINTS

## Invention Judging Rubric

Project # \_\_\_\_\_ Judge \_\_\_\_\_

Grade Level 5 & 6 \_\_\_\_\_ 7 & 8 \_\_\_\_\_ 9 & 10 \_\_\_\_\_

### PRODUCT

**35 points possible**

Bibliography included

Variety of sources used and cited										no sources cited
5	4	3	2	1	0					

Use of Visuals – other than the prototype

Outstanding										good	fair	no visuals
5	4	3	2	1	0							

Organized, Neat, and grammatically correct for grade level

Very organized and neat										average	not organized, errors throughout		
10	9	8	7	6	5	4	3	2	1	0			

Logbook, dates, times, materials used, procedures, observation, questions

Outstanding															average	Needs Improvement	
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0		

### CLARITY AND KNOWLEDGE

**55 points possible**

Description of how it evolved

Clear description										Confusing		
10	9	8	7	6	5	4	3	2	1	0		

Prototype included with explanation of operation and benefits

Accurate Prototype and explanation						Prototype but no explanation			no prototype or explanations			
20	18	16	14	12	10	8	6	4	2	0		

Easy to Understand and Follow

Easy to understand										Confusing		
10	9	8	7	6	5	4	3	2	1	0		

Correct Information

Accurate information						Some errors			Many errors			
10	9	8	7	6	5	4	3	2	1	0		

Grade Level Appropriate –shows own work

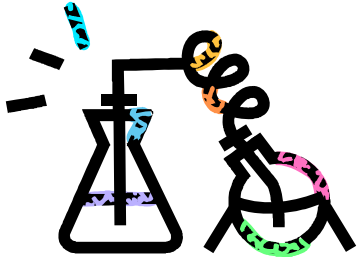
Very appropriate										Too difficult/easy for this age		
5	4	3	2	1	0							

### OVERALL PROJECT AS A WHOLE

**10 points possible**

Outstanding										Needs Improvement		
10	9	8	7	6	5	4	3	2	1	0		

TOTAL \_\_\_\_\_/100 POINTS



WISCONSIN CONFERENCE  
EDUCATIONAL FAIR  
2008

# EXHIBIT LABEL

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STUDENT NAME (S)\*

---

SCHOOL

---

DISPLAY NUMBER

---

GRADE LEVEL

\*Please print all information neatly

# LOGBOOK/DIARY EXAMPLES

Pages 24-25 were chosen for the Educational Fair Booklet because they are:

- ❖ Neat
- ❖ Very Detailed
- ❖ References, Materials, Dates and Times are listed

## **Sample 1:**

Nicole Willer (research) – gave detailed steps as she tested her hypothesis and a very good list of materials.

## **Sample 2:**

Marlyn Santiago (experiment) – gave detailed information and observations about her project as she built her experiment.



# LOGBOOK/DIARY EXAMPLE

(A page from Nicole Willer's logbook, a Milwaukee Jr. Academy student)

1-7-'00 1 hour 30 min pg. 4  
Today I made 2 candles. The first one I made was an ice candle. First I cut up one pound of wax and melted it. When the wax was almost all melted I put in 2 crayons; one pink and one violet crayon. I then cut the top off a milk carton and poured in crushed ice until it reached the top. Also just before I put the ice in I put the wick in. Once the ice was all in I added the wax, then it had to harden for one hour. While the ice candle hardened I made a wax filled Glass Container.

The ice candle didn't use up all the wax, so luckily I didn't have to make more. I took a wick and put a wick tab on the end. Then I took the wick and put it in a glass jar. Then I filled the glass jar with wax. I let the jar sit it looked so cool when it dried; the wax had layered! Light was on top & dark was on the bottom. Unfortunately my ice candle didn't come out so good that's why I'm going to redo it as soon as I can.

Materials used: wax, wicks, wick tabs, book, pot, knife, wooden stick, jar, milk carton  
Reference(s) used:  
Yaley, Tom *Candle Crafting* California, Redding Yaley Enterprises, 1997

# LOGBOOK/DIARY EXAMPLE

(A page from Marlyn Santiago's logbook, a Milwaukee Jr. Academy student)

Feb. 28

(1 hour) The next day I noticed that the coil was overlapped and it shouldn't overlap, so I unwound it and started all over again but it slipped out of my hand and I gave up trying by myself.

Feb. 29. I tried again to wind the coil around the tube (1 hour) but it did not work. I noticed that the coil had knots. I tried to get them out but it was not possible, so I left it there.

Mar. 12. My Mom and I tried to take out the knots of the (3 hours) coil. We tried to wind it around the tube but it did not work, because the tube fell again. So my Dad came and helped us. We were about to finish when my Dad went to get something to straighten out the last bit of coil, the coil slipped through my sweaty hands. We had to start all over again! It took us an hour and a half to finish it.

Mar. 15. My Dad and I worked on finishing the radio. (3 hours) We had a few ups and downs but we finally put the base together. When we finished it we tested it. We put one of the antennas on the water faucet, the other one in my hand and the earphone in my ear. It worked, but I could barely hear the sound. Although we did receive the radio waves in the form of static.



# THE TWENTIETH ANNUAL WISCONSIN CONFERENCE



## EDUCATIONAL FAIR

March 30, 2008

### SCHEDULE

9:30-10:30 a.m. Set up & buy lunch tickets

10:15-10:45 a.m. Judges' orientation (in cafeteria)

10:30-10:45 a.m. Worship by Ben Roy

10:45 a.m. Judging begins

NOTE: 1. Displays must be in presentation form until 3:15 p.m.  
2. Any question about judging must be presented in the Judges Tabulation room before 1:00 p.m. After that scores are final.

12:00-1:00 p.m. Lunch in the cafe  
\$5.00 per person. By ticket only.

1:00-2:00 p.m. Academic Adventures  
Making Music Discoveries  
Language Arts Creative Writing Journey  
Math Mysteries  
Science Awe-Strikers  
Investigating Inventions

2:00-3:00 p.m. Presentation by Ben Roy  
Science Zone Director

3:00-3:15 p.m. Scholarship presentation and closing remarks

3:15 p.m. Clean up (volunteers needed)

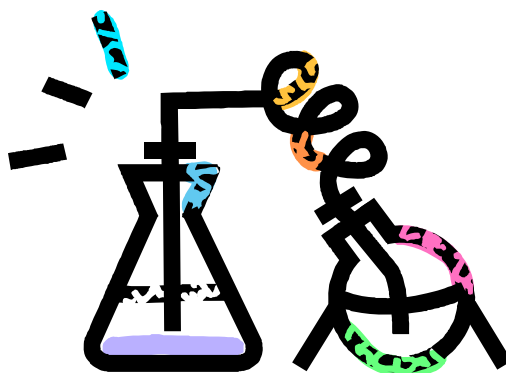
## **SPECIAL FEATURE**

### **BEN ROY, SCIENCE ZONE DIRECTOR**

Ben Roy is the former director of News Channel 9 Science Theatre in Chattanooga, Tennessee. He has the ability to captivate, motivate and inspire students and teachers to be turned-on to science while providing authentic instruction based on science phenomena. Ben's spectacular demonstrations of physical and chemical science all have spiritual applications and point to a creator God.



He has been a classroom teacher for grades 1-8 for 28 years. Ben taught science methods for the University of Tennessee at Chattanooga and supervised students in the Alternative Teacher Certification Program. Ben is an adjunct professor at Southern Adventist University and UTC. He also is a Teacher Resource Agent for the American Astronomical Society. He was voted Teacher of the Year for Gordon County Schools, and is the director of a mobile science program called "The Science Zone." Ben holds a current Adventist teaching certificate as well as state certification for both Tennessee and Georgia.

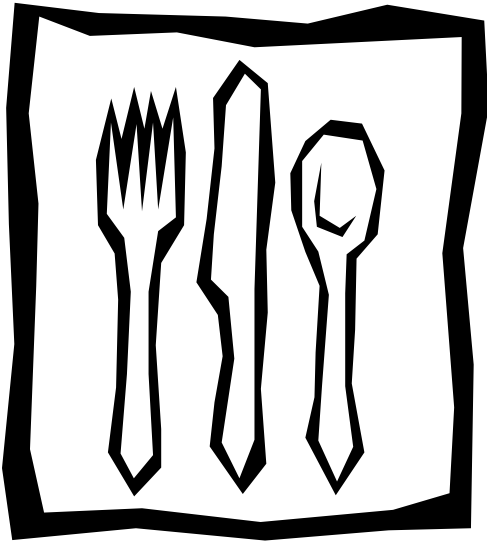


# ARRIVAL AT THE FAIR PROCEDURES

- ❖ Upon arrival at the fair, go directly to your assigned table and set up your display before 10:30 a.m. The gym will be open at 9:30 a.m.
- ❖ Each student must set up his or her own exhibit. A teacher or parent may assist in setting up the exhibit with the student(s).
- ❖ All valuable equipment or materials should be fastened down securely.
- ❖ All exhibits must have the **EXHIBIT LABEL** taped to hang down the front of your table space. Please bring your own tape to affix the label.



## HOT LUNCH ORDERING



Hot lunch will be served in the W.A. cafeteria. The cost is \$5.00 per person. The menu will be the option of the cafeteria staff.

Lunch on the day of the fair is paid *by ticket only*. No cash will be accepted at the cafe door. You may purchase lunch tickets on the morning of the fair between 9:30 and 10:30 a.m. in the W.A. gymnasium.

If any student(s), teachers, parents or friends wish to eat there, please call or e-mail the Education Department with the approximate number of lunches needed by **March 14 at 10 a.m.**

All participants are welcome to bring their own sack lunches if they wish.



**SPECIAL  
EVENTS**

# Special Events this year are five different ACADEMIC ADVENTURES

Please sign up for one of these Academic Adventures on your registration form. The Academic Adventurers are limited to about 20 participants. On your registration form there is a place for your first choice, second choice and third choice.

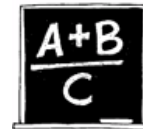
The Academic Adventurers will be held after lunch and will run for about 40 minutes.

## Making Music Discoveries with Clinton Anderson



## Language/Arts Creative Writing Journey with Jeannie Buchholz

## Math Mysteries Benjamin Burton



## Science Awe-Strikers with Arlen Mekelburg

## Investigating Inventions with Doug Flahaut

