JUNIOR SCIENCE AND HUMANITIES SYMPOSIUM
ORAL JUDGING RUBRIC – 2023-2024 (Revised)
For use at regional events for oral presentations and at the National JSHS oral competition.

Name of Student: _______________________________________________________________

Category: ________________________________________________________________

Name of Judge: ______________________________________________________________

ORAL JUDGING RUBRIC (2023-2024)
Rubric ranges are shown for 5 points possible.
Multiply by 2 or 3 if points possible are 10 or 15. Total points possible equal 100.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent 4-5</th>
<th>Satisfactory 2-3</th>
<th>Needs Improvement 0-1</th>
<th>Points Possible</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification of Research Problem</td>
<td>• The presenter clearly demonstrates a thorough understanding of existing knowledge about the research problem. • The research problem is clearly stated and explained in detail.</td>
<td>• The presenter demonstrates some existing knowledge about the research problem. • The problem is stated but lacks detailed explanation.</td>
<td>• The presenter demonstrates little existing knowledge about the research problem. • Statement of the problem is unclear and explanation is sparse.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Scientific Thought</td>
<td>• There is balanced presentation of relevant and legitimate information and data to support the research problem. • The presenter shows thoughtful, in-depth analysis of the topic.</td>
<td>• The information presented supports a central purpose or argument at times. • Analysis of the topic is basic or general.</td>
<td>• The central purpose is not clearly defined. • Analysis is vague or not evident.</td>
<td>5</td>
<td></td>
</tr>
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<td>Creativity/Originality</td>
<td>• The presenter fully demonstrates their individual contributions to the project.</td>
<td>• The presenter only partially demonstrates their individual contributions to the project.</td>
<td>• The presenter does not acknowledge their individual contributions to the project.</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Acknowledgements</td>
<td>• Acknowledges major assistance received and credits anyone who helped with the project and describes in detail how they helped.</td>
<td>• Acknowledges major assistance received and credits anyone who helped with the project.</td>
<td>• Does not acknowledge major assistance received or credit those who helped.</td>
<td></td>
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</tr>
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<td>Research Design</td>
<td>Science: • Description of research design and procedures is detailed and shows reproducibility. • Control and variables are clearly identified and explained.</td>
<td>Science: • Description of research design and procedures lacks some detail but shows reproducibility. • Control and variables are identified but may not be thoroughly explained.</td>
<td>Science: • Description of research design and procedures lacks detail and does not show reproducibility. • Control and variables are poorly identified.</td>
<td>15</td>
<td></td>
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<td>Engineering, computer science, technology: • Clear, detailed description and recognition of relationship between design and end product. • Addresses economic feasibility of solution. • Solution is tested for performance under conditions of use.</td>
<td>Engineering, computer science, technology: • Description and recognition of relationship between design and end product. • Partially addresses economic feasibility of solution. • Solution is tested for performance under conditions of use.</td>
<td>Engineering, computer science, technology: • Very little description and recognition of relationship between design and end product. • Does not address economic feasibility of solution. • Solution is not tested for performance under conditions of use.</td>
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| **Methods** | • Encompasses all materials required.  
• Clearly states the hypothesis/research questions and explains the study design.  
• If used, statistical procedures are included.  
• A detailed narration of the steps taken to complete the experiment is included. | • Encompasses most materials required.  
• States the hypothesis/research questions and explains the study design.  
• The statistical procedures are included but are unclear.  
• A narration of the steps taken to complete the experiment is included but may lack detail. | • Does not encompass all materials required for the research.  
• Hypothesis/research questions are not stated.  
• The statistical procedures are not included.  
• Steps taken to complete the experiment are listed but are unclear. | 15 | |
| **Results** | • Results of the research are summarized.  
• Data trends are clearly addressed and analyzed.  
• Data that can stand alone in tables/figures are included in the paper or appendix. | • Results of the research are partially summarized.  
• Identification and analysis of data trends is vague.  
• Data that can stand alone in the form of tables/figures are sometimes included. | • Results of the research are poorly summarized.  
• Data trends are not addressed.  
• Data is not appropriately represented in tables/figures. | 15 | |
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| Discussion & Conclusions      | • Conclusion is logical and relevant to the research problem and results of experimentation or testing.  
• Discussion addresses the significance of the results in detail, as well as recognizes the limits of the research.  
• Practical and/or theoretical implications of the research are recognized. | • Conclusion may rely on unsound reasoning and does not fully address its relevance.  
• Discussion addresses the significance of results but lacks detail and/or only partially addresses the limits of the research.  
• Practical and/or theoretical implications of the research are recognized. | • Conclusions are not based on results and/or do not tie into the research problem or the relevance of results.  
• The significance of the results is barely discussed, and the limits of the research are not addressed.  
• Discussion does not recognize the practical and/or theoretical implications of the project. | 15              |               |
| References                    | • References listed in the bibliography are significant, published, and relevant sources. | • References listed in the bibliography are somewhat significant, published, and relevant sources. | • References listed are irrelevant, insignificant, or unpublished. | 5               |               |
| Communication                 | • Student is able to clearly communicate research results to non-specialized audience members and judges.  
• Student defines terms as needed and avoids overuse of technical jargon.  
• Responses to questions from judges and audience are thoughtful and appropriate. | • Student is able to communicate research results to judges but may not be able to reach non-specialized audience members.  
• Student defines terms sometimes but uses technical jargon.  
• Responses to questions from judges and audience are thoughtful and appropriate. | • Student is not able to communicate research results clearly.  
• Student is not able to avoid jargon or define terms used.  
• Student struggles to answer questions from judges and audience members. | 15              |               |

| TOTAL POINTS                  | -                                                                           | -                                                                             | -                                                                                  | 100             |               |
Judge Comments: