

Connecticut FFA Agriscience Fair Rules Handbook



**May 3, 2018
Connecticut Agriculture Experiment Station
123 Huntington St, New Haven, CT 06511**

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Connecticut FFA Agriscience Fair

The Connecticut Agriscience Fair is an opportunity for students interested in scientific principles and emerging technologies in the agricultural industry. The Connecticut FFA Agriscience Fair provides high school students the opportunity to achieve local, state and national recognition for their accomplishments in agriscience. This program also gives students a chance to demonstrate and display agriscience projects that are extensions of their agriscience courses and/or their supervised agriculture experience project.

When selecting a topic for your agriscience fair project, consider your ongoing SAE program as a good place in which to begin. Quality experimental SAE projects/activities are well suited for all students and can be easily incorporated into any SAE program. Experimental SAE activities can provide valuable learning experiences for students with agriscience-related career goals (as well as those with other career interests).

Developing a quality agriscience project includes or requires:

- Focusing on an important agricultural/scientific issue, question or principle.
- Specific research objectives.
- Using a number of steps.
- Following a scientific process to collect and analyze data.
- Student commitment to a moderate or substantial amount of time.
- Teacher supervision.

Divisions

The National FFA Constitution provides flexibility to meet the needs of students enrolled in non-traditional programs. For the purposes of participating in national FFA events, a student needs to be enrolled in at least one course during the year they qualify to participate.

Competition is open to all FFA members in grades 7-12. There are six divisions:

- Division 1- Individual member in grades 7 and 8.
- Division 2- Teams of two in grades 7 and 8.
- Division 3- Individual member in grades 9 and 10.
- Division 4- Teams of two in grades 9 and 10.
- Division 5- Individual member in grades 11 and 12.
- Division 6- Teams of two in grades 11 and 12.

Grade is determined by the grade level of the member at the time of qualification at the state level.

Each member and/or team may enter only one project. Exhibited projects and project reports will be the result of the students' own efforts. A team is a maximum of two members working cooperatively on the same project. Teams can be made up of two students in different grades but will compete in the division in which the older participant would qualify. Team members must be from the same chapter at the time of qualification.

Category Description and Examples

Student researcher(s) can compete in the national agriscience fair in one of six categories:

- Animal Systems
- Environmental Services/Natural Resource Systems



- Food Products and Processing Systems
- Plant Systems
- Power, Structural and Technical Systems
- Social Science

Biotechnology Systems is the study of using data and scientific techniques to solve problems concerning living organisms with an emphasis on applications to agriculture, food and natural resource systems. Because of this, biotechnology research is incorporated into all categories listed depending on the study conducted.

Biotechnology Systems is not its own category

Animal Systems (AS)

The study of animal systems, including life processes, health, nutrition, genetics, management and processing, through the study of small animals, aquaculture, livestock, dairy, horses and/or poultry.

Examples:

- Compare nutrient levels on animal growth
- Research new disease control mechanisms
- Effects of estrous synchronization on ovulation
- Compare effects of thawing temperatures on livestock semen
- Effects of growth hormone on meat/milk production

Environmental Services/Natural Resource Systems (ENR)

Environmental Service Systems: The study of systems, instruments and technology used to monitor and minimize the impact of human activity on environmental systems.

Natural Resource Systems: The study of the management, protection, enhancement and improvement of soil, water, wildlife, forests and air as natural resources.

Examples:

- Effect of agricultural chemicals on water quality
- Effects of cropping practices on wildlife populations
- Compare water movements through different soil types

Food Products and Processing Systems (FPP)

The study of product development, quality assurance, food safety, production, sales and service, regulation and compliance and food service within the food science industry.

Examples:

- Effects of packaging techniques on food spoilage rates
- Resistance of organic fruits to common diseases
- Determining chemical energy stored in foods
- Control of molds on bakery products
- Effects of the amount of sucrose used in baked goods
- Use of a triangle test in sensory science

Plant Systems (PS)

The study of plant life cycles, classifications, functions, structures, reproduction, media and nutrients, as well as growth and cultural practices, through the study of crops, turf grass, trees and shrubs and/or ornamental plants.



Examples:

- Determine rates of transpiration in plants
- Effects of heavy metals such as cadmium on edible plants
- Compare GMO and conventional seed/plant growth under various conditions
- Effects of lunar climate and soil condition on plant growth
- Compare plant growth of hydroponics and conventional methods

Power, Structural and Technical Systems (PST)

The study of agricultural equipment, power systems, alternative fuel sources and precision technology, as well as woodworking, metalworking, welding and project planning for agricultural structures.

Examples:

- Develop alternate energy source engines
- Create minimum energy use structures
- Compare properties of various alternative insulation products
- Investigation of light/wind/water energy sources

Social Systems (SS)

The study of human behavior and the interaction of individuals in and to society, including agricultural education, agribusiness economic, agricultural communication, agricultural leadership and other social science applications in agriculture, food and natural resources.

Examples:

- Investigate perceptions of community members towards alternative agricultural practices
- Determine the impact of local/state/national safety programs upon accident rates in agricultural/natural resource occupations
- Comparison of profitability of various agricultural/natural resource practices
- Investigate the impact of significant historical figures on a local community
- Determine the economic effects of local/state/national legislation impacting agricultural/natural resources

Rules

General

1. All studies not meeting the criteria of the National FFA Agriscience Fair, but are otherwise permissible must be conducted in a Regulated Research Institution (RRI). A Regulated Research Institution is defined as a professional research/teaching institution that is regularly inspected by the USDA and is licensed to use animals covered by the Animal Welfare Act and may also be subject to U.S. Public Health Service Policy. Also included are federal laboratories such as National Institutes of Health and Centers for Disease Control. In addition, pharmaceutical and biotechnology companies and research institutes that utilize research animals that are not covered by the Animal Welfare Act but have been operational Institutional Animal Care and Use Committee and are in compliance with U.S. Federal law are included in this definition. In these studies, proper documentation must be presented and the project must be reviewed by the National FFA Organization prior to experimentation.
2. A research project may be part of a larger study performed by professional scientists, but the project presented by the student researcher(s) must be only their own portion of the complete study.
3. Data may not be added to the research project after state level selection. Projects may not have more than one year of data included. See “Extension of Agriscience Fair Projects” for additional information about



extension projects.

Human Vertebrae

The following policies will govern the use of human beings in agriscience fair research projects:

1. No projects involving human cultures of any type (mouth, throat, skin or otherwise) are allowed. However, tissue cultures purchased from reputable biological supply houses or research facilities are suitable for the student researcher(s) use.
2. Projects that involve taste, color, texture or any other choice are allowed, but are limited to preference only. Quantities of normal food and non-alcoholic beverages are limited to normal serving amounts or less. No project may use drugs, food or beverages in order to measure their effect on a person.
3. The only human blood that may be used is that which is either obtained through a blood bank, hospital or laboratory. No blood may be drawn by any person or from any person specifically for an agriscience project. This rule does not preclude student researcher(s) making use of the data collected from blood tests not made exclusively for an agriscience project.
4. Psychological, educational and opinion studies are allowed. Projects that involve learning, ESP, motivation, hearing and vision are also permitted (examples might include surveys, questionnaires, tests, etc.).
5. Data/record review studies in which the data is taken from preexisting data sets that are publically available and/or published and do not involve any interaction with humans or the collection of any data from a human participant for the purpose of the research project are allowed.
6. No project will be allowed that is in violation of these rules. No person may perform any experiment for student researcher(s) that violates any of the rules.

Non-Human Vertebrae

The following policies will govern the use of non-human vertebrates in agriscience fair research projects:

1. The use of vertebrate animals in agriscience projects is allowable under the conditions and rules below. Vertebrate animals are defined as:
 - Live, nonhuman vertebrate mammalian embryos or fetuses.
 - Tadpoles.
 - Bird and reptile eggs within three days (72 hours) of hatching.
 - All other non-human vertebrates (including fish) hatching or birth.
2. Vertebrate animal studies may be conducted at a home, school, farm, ranch, in the field, etc. This includes:
 - Studies of animals in their natural environment.
 - Studies of animals in zoological parks.
 - Studies of livestock that use standard agricultural practices.
 - Studies of fish that use standard aquaculture practices.
3. Intrusive techniques used cannot exceed momentary pain and must comply with commonly accepted agriculture and livestock management procedures.
4. Student researcher(s) are prohibited from designing or participating in an experiment associated with the following types of studies on vertebrate animals:
 - Induced toxicity studies with known toxic substances that could cause pain, distress or death, including but not limited to alcohol, acid rain, harmful chemicals, or heavy metals.
 - Behavioral experiments using conditioning with aversive stimuli, mother/infant separation



- or induced helplessness.
 - Studies of pain.
 - Predator/vertebrate prey experiments.
5. Food and water cannot be used or withheld for more than 24 hours for maze running and other learning or conditioning activities.
 6. The student researcher(s) and advisor have the responsibility to see that animals are properly cared for in a well-ventilated, lighted and warm location with adequate food, water and sanitary conditions. Care must be taken to see that organisms are properly cared for during weekends and vacation periods.
 7. Livestock or fish raised for food using standard agricultural/aquaculture production practices may be euthanized by a qualified adult for carcass evaluation.
 8. No vertebrate animal deaths due to the experimental procedures are permitted in any group or subgroup.
 - Studies that are designed or anticipated to cause vertebrate animal death are prohibited.
 - Any death that occurs must be investigated by a veterinarian or another professional qualified to determine if the cause of death was incidental or due to the experimental procedures. The project must be suspended until the cause is determined and then the results must be documented in writing.
 - If death was the result of the experimental procedure, the study must be terminated, and the study will not qualify for the National FFA Agriscience Fair.
 9. Projects that involve behavioral studies or newly hatched chickens or other birds will be allowed, provided no change has been made in the normal incubation and hatching of the organism and all vertebrate rules are followed.

Extensions of Agriscience Fair Projects

The completion of a research project can generate additional research questions that are worthy of investigation.

National FFA Agriscience Fair rules will be followed for extension projects, see pages 13 and 14 of the National FFA Handbook for more details.

Multiple Research Projects from a Chapter

If more than one agriscience project is entered from the same chapter and/or school, then projects must differ in:

- Research hypotheses (questions or objectives).
- Findings related to the research hypothesis (questions or objectives).
- Conclusions.
- Recommendations.
- Student researcher(s) (each student researcher may only participate in one project).

Each of the published authors must have made a unique and substantial contribution to the research endeavor. It is standard that peripheral contributions be acknowledged (i.e., The Researchers would like to thank Mrs. Smith's 7th Period Animal Science Class for their assistance in...). If there are any questions regarding the above policies and procedures, contact the Connecticut FFA Agriscience Fair program manager prior to



beginning the research: harold.mackin@ct.gov or 860-713-6779.

Disqualification

A project will be disqualified if:

1. Teams or participants arrive after the designated interview time.
2. Any assistance is given to a team or participant from any source other than the agriscience fair officials or assistants once judging has begun.
3. The superintendent stops any participants for manners they deem to be hazardous to themselves or others. Such removal will constitute immediate disqualification.
4. The participant does not complete the event he/she starts, unless prior permission from the superintendent has been obtained.
5. Participants access and/or utilize personal electronic communication devices during the entire course of the event. Participants who access personal electronic communication devices without prior approval of the superintendent will be disqualified (examples include: iPads, tablets, computers, cell phones, Wi-Fi devices, etc.).
6. If an advisor, coach, parent or fellow chapter member is in the judging area once judging officially begins. Any advisor, coach, parent or fellow chapter member found to do so may disqualify their participant.
7. Any participant, advisor or chapter member tampers with another participant's display.
8. The display fails to meet the requirements. See the "Display" section of this handbook for more information.
9. Participant fails to meet any rules or participation guidelines set forth in this handbook.
10. Participant fails to meet certification and form requirements specified in this handbook. Missing paperwork after published deadlines will result in disqualification.
11. The following will result in disqualification:
 - Plagiarism
 - Unethical research
 - Study is not related to agriculture
 - Study is declared in the wrong category

Plagiarism

An agriscience fair project must be the result of a student's own effort and ability. However, in securing information such as direct quotes or phrases, specific dates, figures or other materials, that information must be marked and identified appropriately. Non-compliance represents plagiarism and will automatically disqualify a participant.

Student researcher(s) may not:

- In any way falsify a permission form, scientific paper or display.
- Use another person's results or thoughts as their own even with the permission of this person. This includes work done by a family member or a mentor.
- Use information or data obtained from the Internet without proper citation.
- Re-enter a project with only minor changes.



Ethics Statement

Scientific fraud and misconduct is not condoned at any level of research or competition. Plagiarism, use of presentation of other researcher's work as one's own and fabrication or falsification of data will not be tolerated. Fraudulent projects will result in disqualification from the National FFA Agriscience Fair. Unethical behavior will result in notification to the student researcher(s)' local school administration. Exhibited projects and project reports shall be the result of the student researcher(s) own effort.

Eligibility

Each participant must be a current dues paying FFA member in good standing with the local chapter, state FFA association and National FFA Organization during the school year in which the participant qualified to participate at the national level.

In the event that a participant's name is not on the chapter's official roster for the year in which the dues were owed, a past due membership processing fee, in addition to the dues, must be paid prior to the national event. The National FFA Organization will set the processing fee amount annually.

The participant, at the time of his/her selection as a national participant, must be:

- A secondary education (grades 7-12) FFA member during the school year in which the participant qualified to participate at the national level. A graduating senior is considered eligible to compete at the state and national level up to and including his/her first national convention following graduation.
- Enrolled in at least one agricultural education course during the school year in which the participant qualified to participate at the national level and/or follow a planned course of study. Either course must include a supervised agricultural experience program, the objective of which is preparation for an agricultural career.

Each member and/or team may enter only one project. Exhibited projects and written reports will be the result of the students' own efforts. A team is a maximum of two members working cooperatively on the same project. Teams can be made up of two students in different grades but will compete in the division in which the older participant would qualify.

If a student moves to a different chapter or a different state once he/ she has qualified as a state representative in the agriscience fair, that student may be allowed to compete in the national event with the school he/she qualified with during the qualifying year. Team members must be from the same chapter at the time of qualification.

Once a student places at the National Convention in the top three of a division and category, he/she can no longer compete in that division and category regardless of the research subject.

Students who wish to continue research on the same topic or who have won a division and category are encouraged to seek additional recognition using the proficiency award or star award, or they may compete in another agriscience research area within the agriscience fair.

No student may participate in more than one category and division of the agriscience fair each year.



Required Pre-Registration Forms

As a part of the Connecticut FFA competition application process, the following forms are required. These forms must be postmarked to the Harold Mackin, Connecticut State Department of Education 165 450 Columbus Boulevard, Suite 603, Hartford, Connecticut, 06103-1841 no later than Monday April 16, 2018. The registration form is located in the appendix A:

- Connecticut FFA Agriscience Fair Registration form.
- Written Report (see page 11 for the written report templates)

Recognition

State Level – Winners from each division in all categories may be selected annually. Each of those winners will be sent to the National FFA Center for prescreening before moving on to compete at the National FFA Agriscience Fair.

BIG E– State winners have the opportunity to exhibit the display and to compete in the BIG E FFA Agriscience Fair.

National Level – Selected participants from each state may be forwarded for national competition. A national winner will be selected in each category. National winners will be presented with pins and plaques at the awards reception during the national convention. Additional awards may become available as funded by special project sponsors above and beyond the core sponsorship for the National FFA Agriscience Fair. They may include, but are not limited to, scholarships and cash awards to category/division winners. These awards will be appropriate for each category/division, but not necessarily equal or identical.

Written Report

All Agriscience Fair written reports must use the templates provided by the National FFA.

Written report template for Divisions 1 and 2:

https://www.ffa.org/SiteCollectionDocuments/agriscience_written_report_template_divisions_1_2.zip

Written report template for Divisions 3 thru 6:

https://www.ffa.org/SiteCollectionDocuments/agriscience_written_report_template_divisions_3_6.zip

Instructions for completing written report

1. It is highly recommended that the written report template be downloaded and used in Microsoft Word. While it will open in Google Docs and other word processors, the template was built to be used in Word and you will experience challenges in other software programs.
2. If your device does not have Microsoft Word, we recommend downloading Microsoft Office 365. This is free to all students. The service includes the full office suite and up to 1TB of free cloud storage. This is a great free resource tool for agriscience fair and beyond! To download, please:
 - Visit <https://www.microsoft.com/en-us/education/products/office/default.aspx?Search=true&v=2>
 - Select “Products” then “Office” then “Get Office free”
 - After navigating, the student will be asked to provide their school email address. A confirmation email will be sent.
 - Click the confirmation link in the email.



- After confirming the correct email address, basic account information will be requested.
 - When the account information is submitted, Office 365 will be opened in the web browser.
 - Click on the Word Online icon and begin using Microsoft Word!
3. The project report template is required and is available on www.FFA.org/agrisciencefair by division. Be sure to use the report template for the correct division. All reports should be printed on 8 1/2" x 11" white paper. The report will have 1" margins and is already set and locked for this requirement.
 4. When opening the templates, all editable sections should appear to be highlighted in a light yellow. Carefully delete the text prior to typing in these areas. Be sure to delete the "<<" and ">>" that start each section. Do not attempt to delete the "[or]". These mark the beginning and end of each section. They will not print in the final version of your written report and will not appear when you save the document as a PDF.
 5. Font size and type can be changed by going to the "Home" tab and using the style and size boxes. Remember, font size must be 12 using Arial, Courier or Times New Roman font. See the handbook for more information, scoresheets and rubrics.
 6. Divisions 3-6: Per APA citation style writing, a running head is needed. In order to edit the running head in Microsoft Word, select "Insert" then "Header" to "Edit Header." Make changes as needed, then select "Close Header and Footer." This process will need to be done twice: once on the cover page and once on page 2 of the document.
 7. A complete written report should include the following:

Divisions 1 & 2 (Grades 7-8)	Divisions 3-6 (Grades 9-12)
Importance	Abstract
Other's Work	Introduction
Materials and Methods	Literature Review
Hypothesis/Anticipated Results	Materials and Methods
Results	Results
Discussion	Discussion and Conclusions
Conclusions	References
Summary	Acknowledgements
Acknowledgements	

Display

Each exhibit should include information relevant to the study. All projects must have the following information attached to the exhibit:

- Name of agriscience fair participant(s) responsible for developing the project
- Chapter name, state



- Title of category
- Division (1, 2, 3, 4, 5 or 6)

National agriscience fair participant(s)' display shows the results of the study utilizing a display board not to exceed the dimensions of:

- 36 inches high (from top of table to top of display)
- 48 inches (width)
- 30 inches deep (the distance from front to back)

At the Connecticut FFA Agriscience Fair, tables will be provided and will not exceed a height of 36 inches. Failure to meet these requirements will result in disqualification.

The display must consist of a stable, free standing display board on the provided table top not to exceed the sizes outlined above.

The student researcher(s) may have up to three copies of the written report as part of the display. The copies of the written report are optional. No additional props, handouts or electronics are permitted. No tablets, iPads, cell phones or other electronic devices will be permitted. Internet access will not be provided.

Posters can be created utilizing Microsoft PowerPoint slide format, however this is not required. Participant(s) are responsible for providing backing for the poster if needed.

Display Safety Rules

1. If an exhibit becomes unsafe or unsuitable for display, it will be removed and deemed ineligible for any awards.
2. Electricity will not be provided or permitted as part of a display at the Connecticut FFA Agriscience Fair.
3. Displays will consist of:
 - A free standing display board not to exceed the dimensions of 36 inches high (from top of table to top of display) by 48 inches (width) by 30 inches deep (the distance from front to back) in size.
 - Up to three copies of written report (optional).
 - No additional props, handouts or electronics are permitted in project displays.

Project Components

Please refer to the National FFA Agriscience Fair web page,

<https://www.ffa.org/participate/awards/agriscience-fair>, for information on the project components.



APPENDIX A

AGRISCIENCE FAIR REGISTRATION - 2018
Postmarked to the Agriscience Fair Coordinator by April 16, 2018

Name: _____

Email: _____ FFA Membership ID#: _____

Extension project? Yes No

Home Address: _____

Home City: _____ Home State: _____ Home Zip: _____

Home Telephone: _____ Home Email: _____

FFA Chapter Name: _____

Advisor: _____ Email: _____

School Name: _____

School Address: _____

School City: _____ School State: _____ School Zip: _____

School Telephone: _____

Project Title: _____

Category: _____

Division: _____

If team project: 2nd Team Member

Name: _____

Email: _____ FFA Membership ID#: _____

Extension Project? Yes No

Home Address: _____

Home City: _____ Home State: _____ Home Zip: _____

Home Telephone: _____ Home Email: _____



APPENDIX B



Connecticut FFA Agriscience Fair

Prequalifying Scoresheet: Divisions 3-6 (Grades 9-12)

STUDENT RESEARCHER(S)	CHAPTER
CATEGORY	DIVISION

Area	Description	Points Possible	Points Earned
Abstract	Abstract is brief and concisely describes the purpose, methods, results and conclusions. Abstract does not include cited references. Abstract is no longer than one page. Arrangement makes the purpose, procedure, results and conclusions clear.	5	
Introduction	Introduction answers the question "Why was the work done?" It clearly states the problem that justifies conducting the research, the purpose of the research, its impact on agriculture, the findings of earlier work and the general approach and objectives.	10	
Literature Review	The literature review details what information currently exists concerning the research project. The information includes materials used in the research and material cited such as articles about similar studies, similar research methods, history of the research area and other items that support the current knowledge base for the topic and how the project might complement existing information.	10	
Materials and Methods	Clearly written to enable others to replicate the study and results. Section is written in third person, encompasses all materials required, states the hypothesis/research questions and explains the study design. If used, the statistical procedures are included.	15	
Results	Written results of the project are summarized. Trends and relationships are clearly addressed. No conclusions are made in this section. Data that can stand alone in the form of tables and/or figures are included.	20	
Discussion and Conclusions	Brief recap of the results is included and shows how they were the foundation of the study. Sound reasoning is shown that conclusions are based on results, incorporates previous literature, and relates directly to the hypothesis. Discussion refers/references to facts and figures in results section and provides recommendations for practice, future research and the impact on the agriculture industry.	20	
References	References contain significant, published and relevant sources.	5	
Acknowledgements	Detailed list or paragraph is included acknowledging anyone who assisted with any aspect of the project and how they helped.	5	
Skill Development	All five competencies (three from primary pathway, two from any other pathway) demonstrate skills that are appropriate for the scope of the research project. The project demonstrates application of skill attainment with significant measurable impact on the overall project.	5	
APA Style/Spelling	APA citation style writing is used throughout the written report. No spelling or grammar errors are present.	5	
TOTAL SCORE (100 POINTS POSSIBLE)			
This constitutes 25% of the overall score to determine final ranking			



APPENDIX C



Connecticut FFA Agriscience Fair

Interview Scoresheet: Divisions 1-6 (Grades 7-12)

STUDENT REASERCHER(S) _____

CHAPTER _____

CATEGORY _____

DIVISION _____

Area		Points Possible	Points Earned
Knowledge Gained	Is there evidence the student researcher(s) have acquired scientific skills and/or knowledge by doing this project? Do the student researcher(s) recognize the scope and limitation of the problem he/she has selected?	15	
Scientific Research	Has the problem been clearly stated? Have the student researcher(s) used scientific facts as a basis for new conclusions? Are the student researcher(s) aware of the basic scientific principles that lend support to the methods used and conclusions reached? Can the research be the basis for further study? Have the appropriate methods and scientific design been applied? Are the student researcher(s) aware of the empirical method (the necessity of repeating trials) and the importance of controlling the variables in order to reach valid conclusions?	30	
Collaboration	Is there evidence of collaboration present? Identify the portions of the project representing the work of others. Others include student researchers, teachers, specialists in the field of study, etc.	15	
Thoroughness/ Information	How successfully was the original plan carried through to completion? Were adaptations to the study made? If so, were they made in a way that upholds the integrity of the study? Are known facts and principles stated correctly and used accurately? Have the results of experiments been reported accurately even though faulty experimental methods or conditions may have made the data unreliable? If so, have these errors been noted? Did the student researcher(s) identify areas of weakness in the study?	30	
Results/ Conclusions	Have the student researcher(s) started with known facts and drawn their own conclusions? Are the conclusions consistent with the data and/or observations? Did the student researcher(s) share what was learned as a result of the research? Can student researcher(s) effectively communicate the results and impact of the study?	15	
Visual Display	Has the data been presented in the best manner for the particular type of information involved? Are spelling errors present? Does the exhibit demonstrate a general neatness and attractiveness? Is the display presented in a logical and interesting manner?	15	
TOTAL SCORE (120 POINTS POSSIBLE)			
This constitutes 75% of the overall score to determine final ranking			

* In the event of a tie, winner will be determined based on the score of the written report. If a tie still exists, the tie will be broken on scores received in the following sections in order: Knowledge Gained, Thoroughness/Information, Results/Conclusions.

**If a team project only has one student present, they cannot rank higher than 4th overall.

