

## 2025 - 2026 Social Studies Fair Scoresheet

<b>Project Title:</b>	<b>Project Number:</b>	<b>Score:</b>
Student Name 1:		
Student Name 2:	Discipline:	
Student Name 3:	Class:	
School:	Region:	
Directing Teacher:	System:	
<b>1. Oral Interview – 8 minutes. See handbook for details and example questions.</b>		<b>35 Points Possible</b>
In answering questions and describing their research project, the student:		
a) Clearly explains the rationale for research question / hypothesis selection (need, gap in research, personal passion or some other reason).		/ 5
b) Correctly uses discipline-specific vocabulary (language of the standards) when explaining or discussing content, research process, and overall value of project.		/ 5
c) Effectively supports conclusions with relevant evidence and explains how counterclaims are not supported.		/ 5
d) Thoughtfully elaborates on how project could be further analyzed, refined, or extended.		/ 5
e) Confidently responds to questions with poise and appropriate projection.		/ 5
f) Thoughtfully responds to questions: <input type="checkbox"/> Responses should reflect authentic answers not rehearsed responses. <input type="checkbox"/> Responses should reflect knowledge of content and the research process used. <input type="checkbox"/> For groups: responses should be shared, with each group member contributing evenly.		/ 10
<b>1. Oral Interview Total</b>		<b>/ 35</b>
<b>2. Writing Components-</b> Typed in Calibri 12 pt font with 1 inch margins, printed & placed in front of the display.		<b>25 Points Possible</b>
(See handbook for more details & examples including alignment with GADOE social studies & literacy standards)		
a) Abstract – Limited to 150 words, must include the following: <input type="checkbox"/> Format/Conventions of language including correct grammar, punctuation, & spelling with formal style and objective tone. <input type="checkbox"/> Brief introduction with your research question or hypothesis	<input type="checkbox"/> Methodology or research process <input type="checkbox"/> Findings <input type="checkbox"/> Conclusion	/ 5
b) Bibliography- All sources that you used should be listed here. <input type="checkbox"/> From the first source to the last, a consistent style is followed in standard citation format (APA, MLA, Turabian as assigned by directing teacher); <input type="checkbox"/> Variety of sources are used (primary, secondary, journals, books, newspapers, encyclopedias, videos, podcasts, art, etc.); avoids over-reliance on one source or type of source; and <input type="checkbox"/> Sources are relevant to the project’s research question / hypothesis		/ 5
c) Source Reflection Worksheets – Choose your top 3 most influential sources from your bibliography and complete the source reflection worksheet for each. Wikipedia should not be one of your most influential sources.		
<input type="checkbox"/> Selected Source #1- All questions are answered thoroughly using correct grammar, punctuation, and spelling within the word limit of 200 words.		/ 5
<input type="checkbox"/> Selected Source #2 - All questions are answered thoroughly using correct grammar, punctuation, and spelling within the word limit of 200 words.		/ 5
<input type="checkbox"/> Selected Source #3 - All questions are answered thoroughly using correct grammar, punctuation, and spelling within the word limit of 200 words.		/ 5
<b>2. Writing Components Total</b>		<b>/ 25</b>

<b>3. Display</b> - The visual presentation of your project. See handbook for details and examples. <span style="float: right;"><b>40 Points Possible</b></span> The display headings are introduction, background information, methodology/research process, findings, and conclusion.	
a) Introduction with background information and research question / hypothesis <ul style="list-style-type: none"> <li><input type="checkbox"/> precisely stated introduction</li> <li><input type="checkbox"/> relevant background information is presented establishing local, state, national or international significance of the research question / hypothesis</li> <li><input type="checkbox"/> research question / hypothesis is original or explores new aspect of a topic</li> <li><input type="checkbox"/> research question / hypothesis is appropriate to selected discipline category</li> <li><input type="checkbox"/> research question / hypothesis neither too limited nor too broad</li> </ul>	/ 5
b) Methodology/Research Process <ul style="list-style-type: none"> <li><input type="checkbox"/> steps in project development follow the norms and or conventions of the discipline</li> <li><input type="checkbox"/> social studies process skills are appropriately applied</li> <li><input type="checkbox"/> multiple authoritative print, digital, and other primary and secondary sources representing differing points of view are explored</li> </ul>	/ 10
C) Research findings: Choose text, charts, graphs, photographs, videos, maps, other illustrations or evidence related to the research question / hypothesis. <ul style="list-style-type: none"> <li><input type="checkbox"/> accurately label ALL of the images and describe how each of the images relates to your project.</li> <li><input type="checkbox"/> information is organized to build to a unified whole (informative/explanatory)</li> <li><input type="checkbox"/> information included is significant, credible, and relevant to the research question / hypothesis</li> <li><input type="checkbox"/> information included is fair and thorough; there is sufficient data on which to base conclusion</li> <li><input type="checkbox"/> analysis of primary and/or secondary sources is supported by reference to data or textual evidence</li> <li><input type="checkbox"/> claims, counterclaims, reasons, evidence (argument); or information is logically sequenced  <b>(if no counterclaims are discussed, minus 2pts)</b></li> <li><input type="checkbox"/> clear evidence of critical thinking in the interpretation, analysis, and evaluation of information/data</li> <li><input type="checkbox"/> writing effectively communicates the selection, integration, and synthesis of the information</li> <li><input type="checkbox"/> avoids plagiarism or over-reliance on one source or type of source</li> </ul>	/ 10
D) Conclusion: <ul style="list-style-type: none"> <li><input type="checkbox"/> answers the research question / hypothesis addresses the problem</li> <li><input type="checkbox"/> follows from the research findings and supports the argument/ information provided</li> <li><input type="checkbox"/> articulates implications or significance of the findings</li> <li><input type="checkbox"/> addresses the limitations of the project; are there other explanations (counterclaims)?</li> <li><input type="checkbox"/> outlines how the project could be further analyzed, refined, or extended</li> </ul>	/ 10
E) Effectiveness of Overall Display: The display and other media must be within size/time specifications (48" Wide X 30" Deep X 60" Height and a maximum of 3 minutes for any audiovisual materials-NOT the interview) and the research question / hypothesis and/or title must also be on tri-board. <ul style="list-style-type: none"> <li><input type="checkbox"/> appropriate choice/correct use of media or format for data shown</li> <li><input type="checkbox"/> pleasing visual and/or auditory effect</li> <li><input type="checkbox"/> conscientious workmanship (accuracy, neatness, craftsmanship)</li> <li><input type="checkbox"/> creativity or originality (including the absence of commercially prepared models) in the construction, arrangement, and presentation of the materials</li> <li><input type="checkbox"/> correct use of conventions of language (grammar, spelling, punctuation)</li> </ul>	/ 5

Grows:

<b>3. Display Total</b>	<b>/ 40</b>
<b>Total Score</b>	<b>/ 100</b>
Please write this score on the front of this page – flip page over	

Glow: