

Think Science! 2025 Judging Rubric for Years 3-6

This is a small team (2 - 4 individuals) event. Teams submit a short, creatively presented video 3 - 4 minutes long, showcasing a first-hand science investigation.

Videos exceeding 4 minutes in length will not qualify for judging.

Science Inquiry skill	Developing	Competent	Excelling
Questioning and predicting	<ul style="list-style-type: none"> The question is not clear or not testable The prediction is not clear 	<ul style="list-style-type: none"> States a clear and testable question Makes a clear prediction 	<ul style="list-style-type: none"> States a clear testable question to explore observed patterns or relationships Makes a clear prediction and includes reasoning
Planning and conducting	<ul style="list-style-type: none"> Attempts to describe the experimental procedure and materials/ equipment used Includes photos or video of the experimental setup Attempts to identify the elements of fair test (what is changed, stays the same and measured) Attempts to address the safe use of materials/ equipment Attempts to show observations and measurements recorded during the experiment 	<ul style="list-style-type: none"> Describes the experimental procedure, and materials/ equipment used Includes relevant and clear photos or video of the experimental setup Correctly identifies most elements of a fair test (what is changed, stays the same and measured) Addresses the safe use of materials/ equipment Shows observations and measurements recorded during the experiment 	<ul style="list-style-type: none"> Provides a detailed description of experimental procedure and materials/ equipment used Includes very relevant and clear photos or video of the experimental setup Correctly identifies all elements of a fair test (what is changed, stays the same and measured) Addresses the safe use of materials/ equipment well Shows detailed observations and measurements recorded during the experiment
Processing, modelling and analysing	<ul style="list-style-type: none"> Attempts to use tables, graphs or models to organise data and information Attempts to identify relationships or patterns seen in the data 	<ul style="list-style-type: none"> Demonstrates use of tables, graphs or models to organise data and information Describes relationships or patterns seen in the data 	<ul style="list-style-type: none"> Demonstrates comprehensive use of tables, graphs or models to organise data and information Comprehensively describes relationships or patterns seen in the data

Science Inquiry skill	Developing	Competent	Excelling
Evaluating	<ul style="list-style-type: none"> Attempts to state whether the investigation answered the question, and if the prediction was correct or not Attempts to explain what the results mean Attempts to describe how the investigation could be improved Attempts to explain possible sources of error Attempts to identify a question for further investigation 	<ul style="list-style-type: none"> Clearly states whether the investigation answered the question, and if the prediction was correct or not Explains what the results mean Describes how the investigation could be improved Explains possible sources of error States a question for further investigation 	<ul style="list-style-type: none"> Comprehensively states whether the investigation answered the question, if the prediction was correct or not, and why or why not. Comprehensively explains what the results mean and how they are relevant to the real world Comprehensively describes how the investigation could be improved Comprehensively explains possible sources of error States more than one question for further investigation
Communicating	<ul style="list-style-type: none"> One or more issues with speaking/audio – speech not audible or clear, too fast or slow, a lot of background noise, more than one student speaking at a time One or more issues with visual elements: text/ tables/ graphs too small, photos unclear or poor light, insufficient time allowed for viewing Minimal attempt to engage the viewer Presents a presentation that showcases some parts of their investigation Presentation is significantly shorter or longer than 3-4 min 	<ul style="list-style-type: none"> No issues with speaking/audio – speech audible and clear, comfortable speed, minimal background noise, one student speaking at a time No issues with visual elements: text/ tables/ graphs large enough to see, photos clear with good lighting, sufficient time to view Video engages the viewer Presents a well-sequenced presentation which clearly showcases all parts of their investigation Presentation is 3-4 min 	<ul style="list-style-type: none"> Excellent speaking/audio – speech audible and very clear, comfortable speed, minimal background noise, one student speaking at a time, good eye contact with the camera/audience Excellent visual elements: text/ tables/ graphs large enough to see and very clear, excellent photos, sufficient time to view Video is very engaging and creatively produced Presents a well-sequenced and concise presentation, which clearly showcases and details all parts of their investigation Presentation is 3-4 min