

# STEM Challenges Judging Form KNOX ACADEMY – TEAM 1

Judging criteria	Supporting Comments	Score (0 = No evidence, 5 = Highest)
<p>Understanding the challenge</p> <ul style="list-style-type: none"> <li>Context</li> <li>Possible investigations</li> <li>Clear approach/planning</li> <li>Outcomes</li> </ul>	<p>Wide background + answers around all aspects</p>	<p>0 1 2 3 4 5</p>
<p>Realistic solution</p> <ul style="list-style-type: none"> <li>Tangible results</li> <li>Practical solutions</li> <li>Technology (many or one?)</li> <li>Cost</li> <li>Justifications</li> </ul>	<p>Yes realistic but light on web technology + solution Great research but weak delivery</p>	<p>0 1 2 3 4 5</p>
<p>Flexibility and ability to respond</p> <ul style="list-style-type: none"> <li>Own ideas</li> <li>Agreed approach</li> <li>Problem solving</li> <li>Resolving conflict</li> </ul>	<p>Bit academic v business + sizzle</p>	<p>0 1 2 3 4 5</p>
<p>Awareness of wider issues and limitations of project/plan</p> <ul style="list-style-type: none"> <li>Research</li> <li>Relevant sources</li> <li>Appreciate limitations</li> <li>Environmental considerations</li> <li>Ethical considerations</li> </ul>	<p>Wide + deep - immersed into the issue</p>	<p>0 1 2 3 4 5</p>

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<p>STEM content and understanding</p> <ul style="list-style-type: none"> <li>• How research helped</li> <li>• Learning outcomes</li> <li>• Application of STEM</li> <li>• Integration of subjects</li> <li>• Range of research tools</li> <li>• External assistance (e.g. Ambassador)</li> </ul>	<p>Reread light on STEM areas - clipping applied to design</p>	<p>0 1 2 3 4 5</p>
<p>Communication</p> <ul style="list-style-type: none"> <li>• Explanation</li> <li>• Confidence</li> <li>• Enthusiasm</li> <li>• Use of material/props/posters</li> <li>• Responsiveness to questions</li> <li>• Clarity of roles in group</li> </ul>		<p>0 1 2 3 4 5</p>
<p>Respect within team</p> <ul style="list-style-type: none"> <li>• Listening to each other</li> <li>• Friendship</li> <li>• Listening to each other</li> <li>• Equality within team</li> </ul>		<p>0 1 2 3 4 5</p>
<p>Teamwork and Friendship</p> <ul style="list-style-type: none"> <li>• Working together</li> <li>• Role distribution</li> <li>• Best of abilities</li> <li>• Agreement</li> <li>• Listening to each other</li> </ul>		<p>0 1 2 3 4 5</p>

14.5

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<p>Courage/determination</p> <ul style="list-style-type: none"> <li>• Deadlines</li> <li>• Is work all finished?</li> <li>• Commitment</li> </ul>	<p>Experienced themselves,</p>	<p>0 1 2 3 <sup>1</sup>2 4 5</p>
<p>Inspiration</p> <ul style="list-style-type: none"> <li>• Acknowledged related careers</li> <li>• Enthusiasm</li> <li>• Use of role models</li> </ul>	<p>Real involvement in the issues Not career related</p>	<p>0 1 2 3 <sup>1</sup>2 4 5</p>
<p>General comments/notes</p>		<p><b>Total marks from above: (Max=50)</b></p> <p>36.5 ✓</p>

7  
14.5  
15  
36.5

If a teacher or another person has assisted the group, then the level of involvement should be noted here. When talking to the teacher about this, it is important that you do not give the impression that teacher help will penalise a team, although it must be taken into careful consideration. You must only give credit for project work that has been completed or developed by pupils. If they have made good use of external help (e.g. for research/consultancy or to carry out roles that pupils are not able to due to age/access restrictions) rather than relied on it, then this can also be credited.

**Summary of external/teacher/parent/STEM Ambassador help**