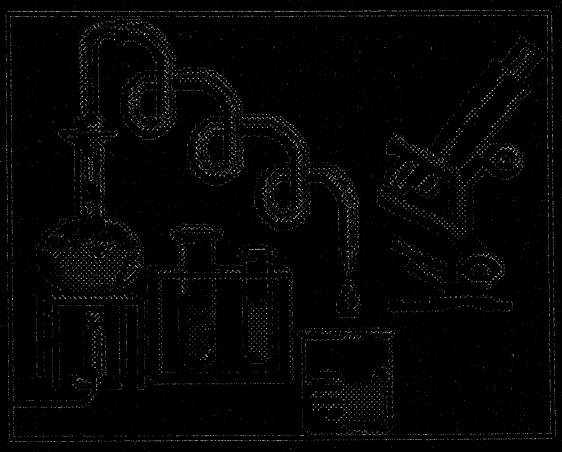
THE COLLECTION



The Collection

A collection is a gathering of objects which you have found yourself. It will be necessary for you to identify and label the objects for your collection. Some objects you could use for the collection are rocks, insects, butterflies, leaves, fossils, shells, seeds, and so on.

These are some important steps in working on your collection:

1. It is very important for you to do the collecting yourself instead of buying the objects. For example, collect your own rocks instead of buying them from a shop.

2. Keep a log (journal/diary) of all the activities you do concerning your project.

3. The way you display the collected items is important. The items need to be labeled with their common name or scientific name. You will need to give some important information about your objects.

4. Your collection project will also need a report. The report should have your collected items listed and important information about the items. You need to explain how and where you collected your objects. In your report you need to include the books that you used. You could also include a page telling who helped you and in what way they helped. In addition, tell what you learned from your collection.

5. You will need to make sure that your items will not move or fall off the exhibit.

When the judges see your collection, they will ask:

1. Did you collect the items yourself?

2. How well did you prepare your collection?

3. Are your items labeled with a common name or a scientific name?

4. Is there a report that tells about your collection including outside reading?

WHAT THE JUDGES ARE LOOKING FOR

COLLECTION

LOG BOOK AND REPORT

What resources were used to identify the collected items?
Why were these particular items collected?
What makes the collection special?
Where did the items originate?
What groupings were used in the colection and why?
Write about the objects collected and their characteristics.

IDENTIFICATION

Labels should be correct and placed along with the object collected.
Correct scientific terms should be used.

SUITABLE NUMBER OF ITEMS

The student should have a reasonable variety and number of objects collected.
The more variety the better.

STUDENT-MADE/COLLECTED

The collection should be made by the student and not store-bought.
Student should list the DATE or TIME and PLACE of collection of the object.

SCIENTIFIC ARRANGEMENT

What arrangement have you used? Show relationships of items in groups.

SCIENTIFIC VALUE

Why is the collection important to the field of science?
Has it answered any scientific questions or curiosities posed by the student?

The Log Book

The log is the most important part of experimenting in science. It also is the most important part of your science fair project. A log is like a diary. You write, or type, the date of each entry and what you did, observed, or read; whom you have talked to; the drawings you made; any facts or data; and/or your thoughts about your project.

Adults or friends can answer your questions or ask questions, but you are the **decision maker** and the **doer**. Be sure to consider safety for yourself and others while doing your study or making an exhibit. Start your LOG BOOK the day you begin to think about choosing your topic. All information is kept in the log book as it replaces the report. A bound composition book is preferred for your LOG BOOK.

Specific things that might be included in the log book:

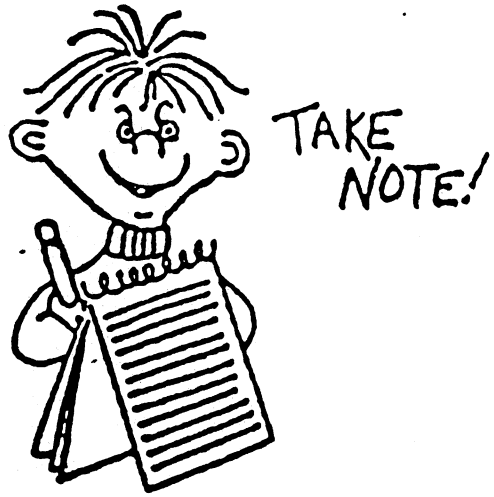
A list of books that were read and notes taken from reading those books.

The statement of the problem being explored. Any questions you may have about any aspect of the project.

Your hypothesis, procedure, materials used and reflections.

Include where you found items for collection or got the materials for your model.

Acknowledgment of those who helped you. Remember not to list actual names.



Report

All exhibits need a report. The report is the formal presentation of the project. Different teachers have different ideas of exactly how they should be organized. Don't let that fluster or confuse you. Remember that the main parts are the same, just arranged in different orders.

You may need help to organize the various parts of the report. It is a good idea to write the rough draft on every other line. This leaves room for editing and correcting grammar and spelling. Also, it seems to help to write each heading on a separate page. This helps to organize each part and make it more clear. A spiral notebook helps keep all the pages together. A folder may be used, but it should be just for Science Fair papers.

Depending on your hand-writing ability, you may decide that the report should be typed. If a parent types the report, it should be acknowledged at the end of the report.

It is important to remember that the report must be clear and concise; that is, if a stranger read the report, he would know exactly what the experiment was, and he would be able to do the exact same experiment. The length of the report may vary considerably, depending on the project.

COLLECTION STUDY (THE PURPOSE IS TO IDENTIFY OBJECTS)

CODE _____

TOTAL POINTS

CRITERION	POINTS	SCORE	EXPLANATION
Log Book	0-15		A time-task diary. Reading & interview notes. Recorded data.
Background	0-10		History, significance and facts about the objects collected.
Problem	0-5		Question about IV-DV relationship.
Hypothesis	0-5		The expected relationship between IV and DV.
Procedure	0-10		Includes where, when and how of study (CV), the selected characteristics (IV), recorded specific characteristics (DV). Use of metrics when possible or appropriate. How recording will be done.
Identification	0-10		Objects labeled correctly with reasons.
Number of items	0-10		Reasonable number based on the availability of the object.
Results	0-10		A results diagram or table with relationships, characteristics, identity.
Conclusions	0-5		Reaction to hypothesis consistent with results. Includes link to background informational facts, procedure, and significance.
Scientific worth	0-5		Explanation of collection, standard identification, perceived importance.
Easily viewed	0-2		Display faces forward, material easily read.
Labels	0-2		Sections of study design are labeled.
Attractive	0-2		Uses color for emphasis, good arrangement, graphic.
`xt on display	0-4		Correct spelling and grammar, clear and concise writing.
`e approach	0-5		Evidence of researchers original input into the design.

EXHIBITOR INFORMATION

DISPLAY CONSIDERATIONS

Label the sections and arrange them logically. Helpful sections include: background information, problem, hypothesis, procedure, results and conclusions.

Use photographs to show the procedure. Use large, bold printing of typing. Color code the study's variables. Reference your log book or report to critical information or data.

Acknowledge those who advised or assisted you. Do this in general terms such as; "teacher", "parent", etc.

Computer generated materials are fine. If it was not keyboarded by the exhibitor, state this on the first page of the log.

DISPLAY RULES

SAFETY: Examples are breakables, liquids, powders, animals, body fluids, plants, microbes, inflammables, soils, batteries, or electrical hazards **cannot** be displayed. Use photos or drawings to represent the real thing.

VALUABLES: Items which are valuable or valued by the exhibitor **are not** to be displayed. If the Fair removes an item, they will attempt to return it to the owner.

EQUITY: The name or an identifiable photo of the exhibitor or the exhibitor's school is not to be displayed or recorded on any written material. Identity is by the number which will be written, at school, on the exhibit.

EXHIBIT SUGGESTED LAYOUT

The assessment criteria indicate which sections are most valued by the points given for each of them. The arrangement suggested below takes those values into consideration.