

SCIENCE INNOVATION EXPO

A. General Information

1. Grade Divisions for competition
 - a. Elementary (3-5)
 - b. Middle School (6-8)
 - c. Senior High (9-12)

NOTE: For the District Innovation Expo, Districts 1 and 2 will be combined and Districts 5 and 7 will be combined as one District contest.

2. AISA Innovation Exposition Objectives:
The purpose of the Innovation Exposition is:
 - a. To help students develop an appreciation for scientific discovery in various areas of scientific focus
 - b. To encourage students to participate in discovery and critical thinking
 - c. To help students experience the discipline of taking on a worthwhile project and carrying it to a valid and meaningful conclusion
 - d. To introduce students to a variety of scientific content areas and allow them the opportunity to learn and present the scientific principles they researched within these content areas
 - e. To give students the maximum latitude to exercise their own natural curiosity, creativity, and originality
 - f. To allow students to communicate their research and conclusions in spoken and written form
 - g. To prepare our students to meet a fast-paced and changing technological world with a mind that eagerly accepts the challenge of critical thinking
 - h. To elevate our science curriculum to a higher level
 - i. To provide increased opportunities for community awareness of the school's academic standards and achievement
3. AISA policy and procedures will be followed in organizing and operating all competitions at the local, district and state levels. This should eliminate problems at the district and state levels and, above all, assist students in doing their research, executing their projects, and preparing for presentations. There is a local and district option concerning the requirement of research papers at the local and district levels.
4. Member schools should conduct their own local competition as close to the scheduled date of their district competition as possible. Districts should hold their competition no later than one week prior to the State Innovation Expo. The specific date is given on the AISA State Calendar. Students should be encouraged to improve their projects between levels of competition.
5. Advancement to District from School competition: Each school may send their top 2 projects from each category in each grade division to District. If a school does not have entries in a particular category, it may not make up for this number in another category. At maximum, each school may send 8 projects to District (2 in Scientific Inquiry, 2 in Science Fiction, 2 in Reverse Engineering, and 2 in Innovation and Invention) in each grade division.
6. Advancement to State from District competition: Each District may send their top 2 projects in each category in each grade division to State. If a District does not have entries in a particular category, it may not make up for this number in another category. At maximum, each District may

send 8 projects to State (2 in Scientific Inquiry, 2 in Science Fiction, 2 in Reverse Engineering, and 2 in Innovation and Invention) in each grade division.

B. Project Guidelines

1. While students can work individually, collaborative groups of 2-3 are permitted to work on projects. Students working in groups must be from the same school, but not necessarily the same grade. Entries completed by students in different grades will automatically defer to the grade division of the oldest group member. (Ex: Three students work together on a project. Two are in the 8th grade and one is in the 9th grade. That project will be evaluated in the High School grade division.)
2. Projects must be the work of the student(s). Teachers and parents, whether or not professionally and/or technically trained, are not to provide “hands on” assistance to these projects, but are allowed and encouraged to provide advice when asked by students.
3. For all categories EXCEPT Science Fiction, a research/explanatory paper and a one-page abstract must accompany each project entered in the **State** AISA Innovation Exposition for grades 9-12. In grades 6-8, a one-page abstract is required at the **State** AISA Innovation Exposition. These documents are optional in grades 3-12 in local and district competition.
 - a. The research paper should include the following:
 1. Title
 2. Explanation of project procedures
 3. A discussion of the problem/innovation/hypothesis/etc. that the project set out to solve or explore.
 4. A summary of related research and background information that was used to form ideas and planning.
 5. A summary of the relevance and applicability of the findings of the project
 6. Bibliography
 7. All typed paper should be double spaced
 - b. The abstract is a one-page summary (typed) of the project. The problem/innovation/hypothesis/etc., and conclusions should be summarized.
4. Project Size:
 - a. Projects are not to exceed the following measurements:
 1. Width: not to exceed 3 feet
 2. Length: not to exceed 4 feet
 3. Height: not to exceed 9 feet (floor to top of project)
 - b. Any project not meeting these specifications will be disqualified
5. Projects must be self-supporting and durably constructed. Use of wall space for posters, charts, etc. is prohibited.
6. Each participant must bring his/her own table for displaying the project. The table may not exceed 3 feet in width and 4 feet in length.

7. All competition day projects shall remain anonymous until after judging is completed. No names (student, teacher, or school) or other personal identification may appear on the project or papers that are displayed. The required Innovation Expo Form statement must be placed on the back of the project. ****Note: Science Fiction entrants should follow submission guidelines outlined in specific category information.****

C. DISPLAY AND SAFETY GUIDELINES

1. All wiring, switches, and metal parts that carry large electrical current or high voltage must be located out of reach of observers. Open knife switches or doorbell push buttons may not be used in 120-volt circuits. Electrical apparatus must be constructed according to standard electrical safety laws. If in doubt, consult a competent electrician.
2. Specific guidelines related to display and safety regulations follow. These guidelines are followed at the International Science Fair, and they are essential for the protection of students, teachers, AISA schools, and the AISA organization. Students are encouraged to make pictures, do charts, construct graphs, and engage in many other scientific procedures as they collect and present data (without displaying bacteria, plants, water, dirt, chemicals, and/or other potentially dangerous components of exhibits).
3. **UNACCEPTABLE FOR DISPLAY**
 - (A) living organisms (e.g., plants, animals, microbes)
 - (B) dried plant materials
 - (C) taxidermy specimens or parts
 - (D) preserved vertebrate or invertebrate animals (includes embryos)
 - (E) human or animal food
 - (F) human/animal parts (Exceptions: teeth, hair, nails, dried animal bones, histological dry mount sections, and wet mount tissue slides.
 - (G) soil or waste samples
 - (H) chemicals, including water
 - (I) poisons, drugs, controlled substances, hazardous substances or devices (i.e., firearms, weapons, ammunition, reloading devices)
 - (J) dry ice or other sublimating solids (i.e., solids which vaporize to a gas without passing through a liquid phase)
 - (K) sharp items (i.e., syringes, needles, pipettes)
 - (L) flames or highly flammable display materials
 - (M) empty tanks that previously contained combustible liquids or gasses, UNLESS purged with carbon dioxide
 - (N) batteries with open top cells
 - (O) awards, medals, business cards, flags, etc.
 - (P) hand-outs to judges must be limited to one-page narratives related to the essentials of this year's project. Personal photographs, accomplishments, acknowledgments, addresses, and phone and fax numbers are not permitted.
 - (Q) photographs or other visual presentations depicting vertebrate animals in other-than-normal conditions (i.e., surgical techniques, dissection, necropsies, or other lab techniques)
 - (R) If photographs are used to present data, NO faces of people can be shown. (If a person is in the photograph, the face must be covered in the exhibit.)
4. **ACCEPTABLE FOR DISPLAY ONLY (cannot be operated)**
 - (A) projects with unshielded belts, pulleys, chains, and moving parts with tension or pinch points

- (B) class III and IV lasers
 - (C) any device requiring voltage over 120 volts
5. ACCEPTABLE FOR DISPLAY AND OPERATION (with restrictions)
- (A) Class II lasers
 - 1. must be student-operated
 - 2. must post: "Laser Radiation: Do Not Stare Into Beam"
 - 3. must have protective housing that prevents access to beam
 - 4. must be disconnected when not operating
 - (B) Large vacuum tubes or dangerous ray-generating devices must be properly shielded.
 - (C) Pressurized tanks that contained noncombustible may be allowed if properly secured.
 - (D) Any apparatus producing temperatures that will cause physical burns must be insulated adequately.
 - (E) High-voltage equipment must be shielded with a grounded metal box or cage to prevent accidental contact.
 - (F) High-voltage wiring, switches, and metal parts must have adequate insulation and overload safety factors, and must be inaccessible to others.
 - (G) Electric circuits for 120-volt AC must have a nine-foot (minimum) cord. The cord must have sufficient load-carrying capacity and be approved by Underwriters Laboratories.
 - (H) Electric connections in 120-volt circuits must be soldered or made with approved connectors. Connecting wires must be insulated. Voltage greater than 120 volts is not permitted.
 - (I) Bare wire and exposed knife switches may be used only in circuits of 12 volts or less; otherwise, standard enclosed switches are required.

D. CATEGORIES

1. There will be 4 categories for all three grade divisions:
 - a. Innovation and Invention
 - b. Reverse Engineering
 - c. Science-Fiction
 - d. Scientific Inquiry
2. Specific information for each category is provided below.
3. Each teacher who has students who enter the district and/or State competition must work carefully with the student(s) in determining the category and scope of the projects. The Innovation Expo Competition Form must be signed by the student(s) and teacher and must be fixed to the back of the project for all competition levels and grade divisions.

1. **Innovation and Invention:**

Innovation can refer to something new or to a change made to an existing product, idea, or field. It seeks to turn an idea into a better form of that same idea. Students with entries in this category are tasked with finding a problem (either real or perceived) in his/her community and creating a solution to that problem. They can invent a new solution/product/event/system/etc. to solve the problem or may propose an innovation to an existing solution/product/event/system/etc. Projects may be a physical construction, a procedure, a community event, or something else the student(s) create to solve the problem.

Project Guidelines:

Students/projects should...

- Provide benefits over current methods

- Include a plan of implementation including publicity materials
- Include a timeline outlining the implementation of this project into the community
- Consider partnerships or required resources that would be necessary for the project
- Consider budgetary considerations
- Consider environmental considerations
- Compare existing methodologies
- Describe steps necessary to implement or create
- Include promotional materials or concepts that would assist in implementation

****Note:** all of these points do not have to be on display at the competition, but the student(s) should be able to answer questions asked by the judges in relation to these points.

Please review the judging rubric for guidance while carrying out the project.

Example projects can be found here: <https://stemexpo.org/node/299>

****Please note** that some category names in the AISA competition are changed/different from the example picture slides.

****Please note** that the Special Categories Awards are not available for the 2024 AISA Innovation Expo.

2. Reverse Engineering:

Process of discovering the technological principles of a device, object, or system through analysis its structure, function, and operation. It often involves taking something apart and analyzing its workings in detail to be used in maintenance. Students should take apart their chosen device/object/system and display its component parts in their presentation and describe how each component contributes to the overall function of the in-tact device. This can be done with the actual device or with a drawing/model of the device (example: students can take apart an actual toaster, but draw or model the taking apart of a car engine).

Project Guidelines:

Students/projects should...

- Be of enough complexity to allow the student to gain an understanding of how something works in detail, without being overwhelming
- Select and acquire at least one product (typically mechanical in nature), disassemble the unit, then mount and label all components
- Show subcomponents that are further disassembled (not required, but optional)
- Document methods and sequence for disassembly (Tools used can be simple or complex)
- Adequately describe component parts and functions of parts
- Explain how the components fit and work together (written, drawn, or recited)

Please review the judging rubric for guidance while carrying out the project.

Example projects can be found here: <https://stemexpo.org/node/299>

****Please note** that some category names in the AISA competition are changed/different from the example picture slides.

****Please note** that the Special Categories Awards are not available for the 2024 AISA Innovation Expo.

3. Science Fiction:

****The submission deadline for State Competition is January 15, 2027. All entries are to be emailed to aisa@aisaonline.org . See below for entry requirements.**

****Districts are to set their own submission deadlines for Science Fiction for Local and District Competitions.**

Science Fiction is a genre of fiction dealing with imaginary, but more or less plausible content such as future settings, futuristic technology, space travels, aliens, etc. Exploring the consequences of scientific innovations is one purpose of science fiction, making it a literature of ideas. Science fiction writers show us things that might or might never be. It is strongly recommended that you read a science fiction story or two before trying to write your own.

Project Guidelines:

- **For written Science Fiction entries, there is a 1000 word limit on entries.** This is about 3-4 pages when using 12-point font, double spaced.
- **For video submissions, there is a 10 minute time limit on entries.** Please send the entire file in one submission.
- Science fiction entries in the district competitions must be submitted by the due date given by the district coordinator. Submissions should include the author's name in email so we can match the entry with registration. PDF format is preferred, but any electronic format is acceptable. Entries will remain anonymous to the judges. It is recommended that the due date for these submissions be set a reasonable amount of time before the day of competition so that judges have time to read/view/analyze the entries.
- Science fiction entries in the State Competition must be submitted by email to the Student Activities Coordinator (aisa@aisaonline.org) by the submission date (January 15, 2027) in order to be considered. Submissions should include the author's name in email so we can match the entry with registration. PDF format is preferred, but any electronic format is acceptable. Entries will remain anonymous to the judges.
- Must include a display for the Exposition event. Displays can include:
 - a. Description of entry (outline, storyboard, etc)
 - b. References to supporting or similar work(s)
 - c. Copy of actual story/entry
 - d. Illustrations or images that represent the story
- Media and Format
 - a. Stories, graphic novels, comic books, plays, videos, etc. are all acceptable
 - b. There is no minimum or maximum length for any entry, but the quality should be grade level appropriate
 - c. Illustrations for written stories and storylines or outlines for non-written entries are appreciated, collaborative efforts to provide those are welcomed

Please review the judging rubric for guidance while carrying out the project.

Example projects can be found here: <https://stemexpo.org/node/299>

****Please note that some category names in the AISA competition are changed/different from the example picture slides.**

****Please note that the Special Categories Awards are not available for the 2024 AISA Innovation Expo.**

4. Scientific Inquiry:

Scientific Inquiry is the basic experimentation category where a question is asked, a hypothesis is created, an investigation is performed, and a conclusion is reached. Scientific inquiry requires students to use higher order thinking skills as they learn science using a hands-on, minds-on approach. This is the more traditional “science fair” project. Students are encouraged to be innovative, creative, and original in their methodologies and experimental approaches.

Project Guidelines:

- The scientific method should be a fundamental part of your project. The general steps are:
 - a. Ask a testable question
 - b. Research the topic
 - c. Make a hypothesis about the outcome based on that research and/or the entrant’s own knowledge and observations
 - d. Design the investigation
 - e. Conduct the investigation
 - f. Collect data
 - g. Make sense of the data and draw a conclusion
 - h. Retest, if necessary

Project should include...

- A description of the role of the scientific method in the project
- A clearly demonstrated understanding of how the inquiry relates to the broader scientific principles and real-world applications
- Original questions and creative research/experimentation approach
- Completeness of thought processes and presentation of cause and effect
- Clear presentation of experimental approach and findings

Please review the judging rubric for guidance while carrying out the project.

Example projects can be found here: <https://stemexpo.org/node/299>

****Please note that some category names in the AISA competition are changed/different from the example picture slides.**

****Please note that the Special Categories Awards are not available for the 2024 AISA Innovation Expo.**

AISA INNOVATION EXPOSITION STUDENT ENTRY FORM

The following statement is to be completed and attached to the back of all Innovation Exposition projects.

NAME(S): _____

SCHOOL: _____

PROJECT TITLE: _____

Grade Classification (Circle One):

Elementary (3-5) Middle School (6-8) High School (9-12)

Project Classification (Circle One):

Innovation/Invention Reverse Engineering Scientific Inquiry Science Fiction

The classification of this project as to level and category has been established by the student and approved by the teacher and the district coordinator for this event. The basis for this classification is:

Nothing in the conduct of this display was unsafe or hazardous, nor is the display hazardous to others. All AISA Display and Safety Regulations have been met.

Signature of Teacher: _____

Signature of Student(s):

Signature of Parent or Guardian(s):

E. STATE INNOVATION EXPO POLICIES

1. AISA recommends that the district host schools follow state policy in conducting their fairs.
2. Each district will select the 2 best projects (no more) from each category in each grade division to go to the State Expo. Each of the State Expo entries in elementary, junior high, and senior high should have the Student Entry Form fixed to the back of the project.
3. All projects must be set up and ready for judging by 10:00 a.m.
4. Students must be accompanied by a faculty member of their school. Parents are also encouraged to attend.
5. No one will be allowed in the exhibit area while judging is taking place except those students whose projects are being judged.
6. Each student with a project in the State Expo must be present and remain with the project if so requested by the judges.
7. Each participant must bring his/her own table, electrical cords, and all other equipment needed.
8. Each participant is responsible for removal of his/her project after the fair. No project may be removed from the fair until after the winners are announced.
9. The faculty member from each school must ensure that all projects from the school are removed at the end of the State Expo.

F. JUDGING CRITERIA

1. There should be a minimum of two judges at each level of competition, qualified to judge the category they are assigned. Judges must not be associated with either the students or participating schools.
2. For judging purposes, it is helpful for the coordinator to brief the judges on the AISA policies and procedures for the event. The coordinator should also allow the judges time to become familiar with the projects prior to beginning the judging process.
3. Local schools and district host schools are reminded that quality professional judging is essential if the best and most qualified projects are to advance to the State Innovation Expo.
4. The judging rubric and a diagram for setting up a science fair are included at the end of this section. Judges' worksheets are for the judges' use only and will not be shown to entrants, parents, teachers, or anyone other than the judges themselves and AISA personnel.

Innovation and Invention Judging Rubric

Student Name(s) and Grades: _____

Brief Title of Project: _____

ND: Not Demonstrated, 1: Beginning, 2: Developing, 3: Average, 4: Accomplished, 5: Advanced

Implementation and Planning

Observed or theoretical problem is identified and accurately described.	ND 1 2 3 4 5
Target users/beneficiary of the idea are identified	ND 1 2 3 4 5
The presented idea appropriately identifies the need for this innovation/invention	ND 1 2 3 4 5
The implementation plan presents a complete description of the idea	ND 1 2 3 4 5
The plan for implementation includes planned budgets, timelines, materials, etc.	ND 1 2 3 4 5
The plan includes a comparison of existing methodologies and systems that are used to correct the problem, including research notes and sources	ND 1 2 3 4 5
Research into competing/similar products is presented and complete	ND 1 2 3 4 5
Total	____/ 35

Other Considerations

The innovation/invention addresses or could address a real-world problem	ND 1 2 3 4 5
The invention is practical in terms of size, cost, materials, etc. for the problem/need being solved	ND 1 2 3 4 5
Posible environmental concerns are addressed as part of the consideration of this innovation/invention	ND 1 2 3 4 5
The project considers the tradeoffs between economics, efficiency, and sustainability.	ND 1 2 3 4 5
The project is original and/or innovative in approach or concept, or has unique methodologies in solving the problem or addressing the need	ND 1 2 3 4 5
Publicity/marketing materials have been created	ND 1 2 3 4 5
Total	____/ 30

Presentation Display

Attractive, easy to read, and layout is in appropriate logical order	ND 1 2 3 4 5
Visual aids promote understanding	ND 1 2 3 4 5
Shows project in appropriate detail for understanding by audience	ND 1 2 3 4 5
Total	____/ 15

TOTAL

--

Reverse Engineering Judging Rubric

Student Name(s) and Grades: _____

Brief Title of Project: _____

ND: Not Demonstrated, 1: Beginning, 2: Developing, 3: Average, 4: Accomplished, 5: Advanced

Display

Product is mechanical or electrical in nature, and contains several major components, made from a variety of materials	ND 1 2 3 4 5
Operation of assembled unit is explained	ND 1 2 3 4 5
All disassembled components have been labeled and described accurately	ND 1 2 3 4 5
Product has been disassembled to accurately represent all components	ND 1 2 3 4 5
Components are presented appropriately to accurately show their location within the completed unit	ND 1 2 3 4 5
Total	_____/ 25

Other Considerations

The materials of each part are described adequately and accurately	ND 1 2 3 4 5
Project shows that the student grasps the purpose of the components and subassemblies, and how they work together	ND 1 2 3 4 5
Component parts are located to assembled unit correctly	ND 1 2 3 4 5
The product has a high degree of complexity, or the diisassembly process was difficult	ND 1 2 3 4 5
Disassembly of this product will help the audience understand an unfamiliar operational concept	ND 1 2 3 4 5
Total	_____/ 25

Presentation Display

Attractive, easy to read, and layout is in appropriate logical order	ND 1 2 3 4 5
Visual aids promote understanding	ND 1 2 3 4 5
Shows project in appropriate detail for understanding by audience	ND 1 2 3 4 5
Total	_____/ 15

Total

--

Science Fiction Judging Rubric

Student Name(s) and Grades: _____

Brief Title of Project: _____

ND: Not Demonstrated, 1: Beginning, 2: Developing, 3: Average, 4: Accomplished, 5: Advanced

Project Production

Writing and/or production standards for the selected media are well done and are appropriate for the project	ND 1 2 3 4 5
Dialogue (if used) is used well and flows appropriately	ND 1 2 3 4 5
Use of details (descriptions, adjectives, etc.) is well done and appropriate	ND 1 2 3 4 5
"Willful suspension of disbelief" effort is almost negligible	ND 1 2 3 4 5
Stories and/or characters kept the reader's attention and interest	ND 1 2 3 4 5
Knowledge and understanding of the topic is conveyed	ND 1 2 3 4 5

Total ____ / 30

Scientific Concepts

Use of an alternative scientific idea or concept which is not currently proven is important to the storyline of the entry	ND 1 2 3 4 5
Alternative thought process or physical rules are clearly expressed (but not necessarily described in detail)	ND 1 2 3 4 5
Alternative rules are consistent throughout the story	ND 1 2 3 4 5
Alternative rules or thought processes are derived from existing physical laws and/or current scientific principles	ND 1 2 3 4 5

Total ____ / 20

Presentation Display

Attractive, easy to read, and layout is in appropriate logical order	ND 1 2 3 4 5
Visual aids promote understanding	ND 1 2 3 4 5
Shows project in appropriate detail for understanding by audience	ND 1 2 3 4 5

Total ____ / 15

Total Score

--

Scientific Inquiry Judging Rubric

Student Name(s) and Grades: _____

Brief Title of Project: _____

ND: Not Demonstrated, 1: Beginning, 2: Developing, 3: Average, 4: Accomplished, 5: Advanced

Scientific Method

The purpose or problem clearly explains what is going to be experimented	ND 1 2 3 4 5
Appropriate and complete research was conducted	ND 1 2 3 4 5
Hypothesis shows a relationship between independent and dependent variables	ND 1 2 3 4 5
Procedure is sequential, replicable, provides a control and variables and was repeated for validity	ND 1 2 3 4 5
Qualitative (observations) and quantitative (recorded data) observations are used and recorded	ND 1 2 3 4 5
Record of experiment includes observations, appropriate use of terms and measurement, analysis, and reflections	ND 1 2 3 4 5
Conclusion relates to the problem statement and incorporates results/the data supports or doesn't support the hypothesis, lists possible sources of error, and unresolved questions	ND 1 2 3 4 5
Total	_____/ 40

Display

Attractive, easy to read, and layout is in appropriate logical order	ND 1 2 3 4 5
Visual aids promote understanding	ND 1 2 3 4 5
Shows project in appropriate detail for understanding by audience	ND 1 2 3 4 5
Describes how/why the inquiry was formed and development of a hypothesis	ND 1 2 3 4 5
Investigation procedure is clearly explained	ND 1 2 3 4 5
Materials listed with consistent units of measure	ND 1 2 3 4 5
Graphs, data tables, etc. are labeled correctly and the data is summarized	ND 1 2 3 4 5
Results/Summary of data is clearly stated and addresses all variables	ND 1 2 3 4 5
Total	_____/ 40

Other Considerations

The idea for investigation is original or innovative	ND 1 2 3 4 5
The procedure, materials, trial length, etc. are innovative or creative in approach	ND 1 2 3 4 5
Offers advancement of understanding of scientific principles and/or the world around us	ND 1 2 3 4 5
Total	_____/ 15

Total Score

G. AWARDS

1. At local and district competitions, there is no limit as to the number of awards that may be presented to contestants in each category and grade division.
2. The AISA recommends that each school give special recognition to the two best projects in each category selected by the judges in each grade division. These projects will advance to district competition. Subsequently, the district host school should follow the same procedure for their entries in each grade division nominated for the State Expo.
3. Judges at local and district levels should be advised that their primary task is to select the two best projects in each category in each grade division for advancement to the next level of competition. Judges' worksheets are for the judges' use only and will not be shown to anyone other than the other judges and AISA personnel.
4. Districts are reminded that it is standard procedure for appropriate awards to be given to winners in each grade division.

Special Notes

1. **PROJECTS NOT IN TOTAL COMPLIANCE WITH AISA RULES AS STATED IN THIS ACTIVITIES HANDBOOK WILL BE DISQUALIFIED.**
2. All projects entering Local, District, and State Expos must include the AISA Innovation Expo Student Entry Form. This can be found in the AISA Student Activities Handbook.

AISA STATE INNOVATION EXPO ENTRY FORM
(Please type or print clearly)

(HOST SCHOOL)

(HOST INSTRUCTOR)

DISTRICT: _____

Elementary Division (Grades 3-5)
Innovation/Invention

Student Name(s)	School	Science Teacher

Reverse Engineering

Student Name(s)	School	Science Teacher

Science Fiction

Student Name(s)	School	Science Teacher

Scientific Inquiry

Student Name(s)	School	Science Teacher

AISA STATE INNOVATION EXPO ENTRY FORM
(Please type or print clearly)

(HOST SCHOOL)

(HOST INSTRUCTOR)

DISTRICT: _____

Middle School Division (Grades 6-8)
Innovation/Invention

Student Name(s)	School	Science Teacher

Reverse Engineering

Student Name(s)	School	Science Teacher

Science Fiction

Student Name(s)	School	Science Teacher

Scientific Inquiry

Student Name(s)	School	Science Teacher

AISA STATE INNOVATION EXPO ENTRY FORM
(Please type or print clearly)

(HOST SCHOOL)

(HOST INSTRUCTOR)

DISTRICT: _____

High School Division (Grades 9-12)
Innovation/Invention

Student Name(s)	School	Science Teacher

Reverse Engineering

Student Name(s)	School	Science Teacher

Science Fiction

Student Name(s)	School	Science Teacher

Scientific Inquiry

Student Name(s)	School	Science Teacher

Event Host Responsibilities:

1. Secure District site.
2. Secure Judges. Judging should be done by two or three qualified persons in a field that relates to their specific judging category. **They must be selected on an impartial basis and not be associated with any of the participating schools or students.**
3. Pay Judges.
4. For judging purposes, it is helpful for the coordinator to brief the judges on the AISA policies and procedures for the event. The coordinator should also allow the judges time to become familiar with the projects prior to beginning the judging process.
5. Provide Judges' Worksheets.
6. Determine if there will be an Entry Fee to help defray the costs of the competition.
7. Contact schools in District with District competition details.
 - a. date (set by AISA on Calendar of Events)
 - b. site (directions and instructions)
 - c. entry fee (IF you choose to charge an entry fee)
 - d. special instructions (anything about which you need to remind the school sponsors)
 - e. remind those advancing to the State Competition to have the "AISA Science Fair Form" attached to the back of their projects. *These should already be fixed to the project from the Local and District Competitions, but should remain for the State competition as well.
 - g. for your convenience, you may send an email of this information to Sara Bazzle (sbazzle@aisaonline.org) and she will pass it on to the schools in your district
8. Provide Awards.
9. **Complete the State Entry Form** located in the **Activities Handbook**. The State Entry Form should be submitted on the same day as the District Competition. These may be filled out and emailed to Sara Bazzle (sbazzle@aisaonline.org).