SARSEF

Every child.
Thinking critically.
Solving problems.

2026 SARSEF Regional Fair Judging Guidebook

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About SARSEF

We create Arizona's future critical thinkers and problem solvers through science and engineering!

With SARSEF, children don't have to wait to become scientists or engineers. With curiosity as their guide, they can start asking questions they care about and use science and engineering to find solutions that are meaningful to them and even the world. Through this exploration of science, technology, engineering, and math (STEM), students gain critical thinking and problem-solving skills that are important for whatever career they choose. SARSEF focuses on engaging student populations underrepresented in the fields of STEM. We prioritize creating opportunity in schools in areas of poverty (as defined by Title I designations). We foster communities of support for students in STEM by building the confidence and toolboxes of some of their greatest advocates – teachers and caregivers. Our educators travel to schools and community centers throughout the state to provide student outreach, teacher professional development, and parent workshops at no cost to Title I schools.

DID YOU KNOW?

SARSEF began in 1955 as a regional science fair. The first fair included 120 projects from Tucson, Casa Grande, Yuma, and Bisbee and was planned by the University of Arizona.

Everything we do is guided by our organizational values

- Innovation- We are creative and constantly evolving to best serve our community by challenging norms and assumptions.
- Equity- We ensure each child has the support and opportunity needed to envision and realize their goals, aspirations, and potential.
- Engagement- We engage whole communities in our mission to activate STEM learning that promotes critical thinking and problem solving by all children.

This past year, SARSEF staff engaged students both in-person and virtually across Arizona to teach and meet the needs of teachers, parents and students. A total of 1,484 projects were entered, representing the work of 6,030 students in the 2025 Fair. 60.2% of the students who participated came from a Title I school, 52% of participants were female, 1.3% identify as non-binary, and 39% of students identify as a race that is underrepresented in the sciences. These percentages were closely reflected in the award winners as well.

At last year's fair, 458 grand awards and 469 sponsored awards were given out. Over $162,000 in awards and scholarships were awarded to teachers, schools and students of all ages. As impressive as that may seem, what is even more rewarding are the results of completing a project. 95% of participating students reported that they know they can make the world a better place through science and engineering, while 100% of teachers said their students gained skills that will carry with them in their future careers.

And that's all because of your hard work. Last fiscal year, 299 judges and 41 non-judge volunteers engaged in the fair. With your participation, we can help students think critically and solve problems through science and engineering and build a brighter future.

Programs 2025-2026

SARSEF

Learn more!

Creating Arizona's Future Critical Thinkers and Problem Solvers through Science and Engineering

Workshops and Outreach

What Do We Wonder	**PreK-Middle School**	Students identify real-life problems & investigate solutions through science and engineering with in-school programming.
Teacher Professional Development	**PreK-High School**	Teachers explore lesson design, activities & resources to make science accessible to all students & learn how to integrate student-led, inquiry-based learning into everyday teaching.
Fair Director Conference and Workshops	**PreK-High School**	Fair Directors, Admin, and Educators learn how to confidently encourage Science Fair participation at their schools and to support the next generation of scientists, engineers, and leaders.
Roadmap to a Rockin' Project	**PreK-High School**	Families work together to identify an issue in their lives and create a plan to investigate solutions through their very own science projects. Workshops can be held at schools, for districts or in the community.
SARSEF Endorsed School	**PreK-High School**	Rigorous set of standards that aim to ensure quality and robust STEM education opportunities exist in Arizona PreK-12 learning communities that will serve to increase equity, accessibility, and diversity throughout STEM culture and opportunities.

Science, Technology, Engineering, and Math (STEM) Exploration

Arizona STEM Adventure	**4th-8th grade**	Students explore the wide world of STEM while their teachers receive professional development.
ACES Camp	**Middle School**	Girls from Sunnyside Unified School District attend summer camp to explore exciting careers & academic opportunities in science, technology, engineering, & math.
GALS Arizona	**High School**	Free science program for high school girls in Arizona that integrates outdoor education with place-based science learning during a week-long camping trip in the Chiricahua Mountains.
SARSEF Summer STEM Camp	**4th - 8th grade**	Campers attend week-long, pay-what-you-can day camps hosted across Tucson, completing hands-on activities and exploring STEM careers.
PRISM	**High School**	Students gain access to professional research resources & mentorship, moving beyond the classroom walls to experience real-world science.

competitions

Regional Science and Engineering Fair	**PreK-High School**	This culminating event of all SARSEF programs provides students the opportunity to win over $100,000 in scholarships, trips, & prizes to reward them for high-quality research.
Racing the Sun	**High School**	Students team up to design, build & race solar-powered go-karts with the help of community mentors throughout the school year.

SARSEF

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Learn more at sarsef.org

Contact us at director@sarsef.org or (520) 619-7836

SARSEF is a 501(c)(3) nonprofit organization.

Your Role as a Judge

The role of a science fair judge is challenging, but it is a very rewarding and worthwhile effort. As a judge, you are given the unique opportunity to impact the lives of some very talented young people. Consider this: For many of these students, you may be the first professional they have ever met who is engaged in a science or engineering job for a living. You are an ambassador for your profession. You may very well influence their career choices.

Inspire:

Take care in what you say and do, as you are an example of the professionals that are involved in science, engineering, and technology in our community! You are seen as someone with expertise and as a leader in the community. Show them you are someone to emulate. Be a role model.

Encourage:

The goal is to motivate and encourage students of all grade levels to continue in the science, engineering, and technology fields. Positive and constructive comments are essential. At no time should a judge criticize a project or a student — however, suggestions are helpful and encouraged when kindly offered.

Evaluate:

Score the areas of the project per the judging criteria and based upon the grade level. The areas involved include:

- Grades PK-5: Curious investigation, statement of the problem and question, appropriate procedures, organization, as well as learning experience.
- Grades 6-8: Creative ability, scientific thought/engineering goals, thoroughness, skill level (tools/techniques), and clarity (can the process be followed?)
- Grades 9-12: Creativity/ingenuity, scientific thought, thoroughness, skill, clarity. High school students should be conducting a thorough literature review and an appropriate statistical analysis of data, or describing a sound engineering goal.

Code of Conduct

Adapted from the Society for Science's Code of Ethics

I hereby acknowledge that by submitting my application to judge:

- I agree to act in a positive and ethical manner, treating each student I encounter fairly and respectfully.
- I will keep confidential any privileged information obtained through my volunteer service. I will not use such information, nor disclose it to third parties.
- I agree to disclose all conflicts of interest resulting from direct competitive, collaborative or other relationships with any of the student finalists.
- I acknowledge that I have read and agree to abide by SARSEF's harassment policy protecting all SARSEF participants from harassment and sexual harassment by another SARSEF participant or other person for any reason including, but not limited to: age, national origin, race, color, religion, gender, sexual orientation, marital status, disability, ancestry and/or veteran status and understand SARSEF's responsibility to investigate claims of violation of the policy.
- I agree to notify SARSEF at judging@sarsef.org immediately if I become aware of any circumstance that would compromise either (a) my ability to attend the event or (b) fairly evaluate finalists' projects.
- I am aware that I am not permitted to record or take any screenshots throughout the judging process. This is strictly prohibited for any SARSEF competition, including the SARSEF Regional Science and Engineering Fair and Racing the Sun.
- I agree to abide by all COVID-19 safety protocols while attending any in-person events hosted by SARSEF.

Schedule at a Glance

Training: A 1-hour Recording will be available for viewing on your own time.

Online

Saturday, February 28: Virtual exhibit hall goes live at Noon

- 12:00p Project Evaluation begins for all judges
- 1:00p-2:00p Optional Judging Q&A Session

Wednesday, March 4: Elementary and Middle School Caucus and Interviews

- 8:30a-9:45a Elementary School Caucus
- 10:00a-11:15a Middle School Caucus
- 11:30a-4:00p Interviews for Elementary and Middle School

In-person

Tuesday, March 3: High School judging and interviews

University of Arizona Student Union Grand Ballroom

8:30a-1:00p Session One

- 8:30a- 98:45a Check in and get to know your Team
- 8:45a-9:30a Pre-Interview team meeting
- 9:30a-11:30a Interviews
- 11:30a-12:45p Working Lunch/Caucus
  - Applied Technology
  - Behavioral and Social Sciences
  - Chemistry
  - Plant Science
  - Physics and Astronomy
  - Sustainability and Renewable Energy

12:00p-4:30p Session Two

- 12:00p- 12:30p Lunch, Check In, and get to know your team
- 12:30p-1:15p Pre-Interview team meeting
- 1:15p-3:15p Interviews
- 3:15p-4:30p Caucusing
  - Animal Science
  - Cellular and Molecular Biology and Biochemistry
  - Data Science and Math
  - Environmental Studies
  - Medicine, Health, and Disease
  - Microbiology

Saturday, March 7: Awards Ceremonies and Community STEM Expo

Reid Park's Georges DeMeester Outdoor Performance Center

- 10:00a-11:30a Elementary School Awards Ceremony
- 11:00a- 2:00p STEM Expo
- 1:30p- 3:30p Middle and High School Awards Ceremony

Procedure for Judging

Judge Trainings

We will distribute an online training session for judges regarding the judging process. You must view this training prior to reviewing and scoring projects. The session will give you the information you need to be comfortable and confident during Fair Week.

Judging begins Saturday, February 28th

The virtual SARSEF Science and Engineering Fair project floor goes live at Noon on Saturday, February 28th at virtualfair.sarsef.org! At that time, you will be able to review and score projects at your leisure until your assigned caucus date.

When the project floor opens, you will receive an email announcement that includes the following information:

- The list of projects you will be judging
- Judging criteria for your reference
- For Elementary and Middle School Judges - A Zoom link for your day-of judging

From 1:00 – 2:00pm that day, SARSEF staff will hold an optional Q&A Session on Zoom in case you have any questions. Ideally, judges will not sign up for a category or grade level where a student or a project may already be known — however, it may come as a surprise as you are reviewing projects. If you become aware of a conflict of interest, please let SARSEF know (judging@sarsef.org) right away. Any judge who knows a student personally — and has any indication that this knowledge may affect a decision (either positively or negatively) — should recuse themselves from scoring or interviewing that student.

ELEMENTARY AND MIDDLE SCHOOL JUDGING

Elementary Caucus: 8:30am – 9:45am, Wednesday, March 4th, 2026
Middle School Caucus: 10:00am – 11:15am, Wednesday, March 4th, 2026
Virtual Interview Session: 11:30am- 4:00pm, Wednesday, March 4th, 2026

Project Scoring before Caucus

Review and score your assigned projects before caucus on your own time once the Project Floor opens on Saturday, February 28th. If you have time, review other projects not assigned to you in your category to get to know all projects in your category. Learn about scoring here. You do not submit your scores, instead you use them as the basis of the caucus discussion.

The "Comments" section is a space to leave brief positive and encouraging messages for the students. While reviewing please take a moment to highlight something the student did well in their project. They will be able to view these anonymous comments at the end of the fair week, so that they will be left with encouragement even if they do not win an award.

Caucus

- On Wednesday March 4, before your assigned start time (8:30am Elementary, 10am Middle) click on the Zoom link that corresponds to your judging team to enter the appropriate Zoom Meeting. When prompted to name yourself, please put "Judge [team name] [first name]" to help the Host identify your role.
- Join your Team's breakout room. To do this, click "Breakout Rooms" at the bottom and "Join" next to the room with your corresponding team name. Then click "Yes." If you are having trouble, ask for assistance from the host.
- Elementary School judging teams will caucus from 10:00a-11:30a. Middle School judging teams will caucus from 1:00p-2:30p. During this time, your team will decide winners for the Grand Awards in your grade/category. You may not need the entire time to do this. To learn more about the caucus process, please review the Caucus Tips section.
- Once your team has finalized awards decisions, the team lead will notify the SARSEF staff by clicking the "Ask for Help" button. A recorder will come in to assist your team in entering scores/awards. You should make your decisions by 11:30a (Elementary) or 2:30p (Middle) so that decisions can be entered, and you can have a break before interviews begin.

Your team will also be asked to give SARSEF a list of projects that should be considered for sponsored awards beyond those that already received grand awards. These projects should be those that deserve encouragement or are unique in a way that deserves recognition.

Interviews

Elementary and Middle School Student interviews will occur on Wednesday, March 4, from 11:30a-4:00p. Each judge is required to attend at least part of this interview period, however, you may attend all! For students at these grade levels, interviews are optional, and are therefore not scored. Speaking with the students about their projects is one of the most valuable experiences for both judges and students.

Please be sure to read the technical instructions at the end of this document. Additionally, since you'll be interviewing students from different grade levels, make sure to review the Interview Tips on page 18.

HIGH SCHOOL JUDGING

All High School interviews will take place on Tuesday, March 3rd at the University of Arizona Student Union Grand Ballroom

8:30a-12:45p Session One

- 8:30a- 8:45a Check in and get to know your Team
- 8:45a-9:30a Pre-Interview team meeting
- 9:30a-11:30a Interviews
- 11:30a-12:45p Caucusing and Lunch
  - Applied Technology
  - Behavioral and Social Sciences
  - Chemistry
  - Environmental Studies
  - Physics and Astronomy
  - Sustainability and Renewable Energy

12:00p-4:30p Session Two

- 12:00p- 12:30p Lunch, Check In and get to know your team
- 12:30p-1:15p Pre-Interview team meeting
- 1:15p-3:15p Interviews
- 3:15p-4:30p Caucusing
  - Animal Science
  - Cellular and Molecular Biology and Biochemistry
  - Data Science and Math
  - Medicine, Health, and Disease
  - Microbiology
  - Plant Science

Project Review

Review and initially score your assigned projects using the criteria before caucus on your own time once the Virtual Project Floor opens on Saturday, February 28th. If you have time, review other projects not assigned to you in your category to get to know all projects in your category. All scores are subject to change upon interviewing the student except for the Project Display score (10pts) which should only be based on the virtual display.

The "Comments" section is a space to leave brief positive and encouraging messages for the students. While reviewing, please take a moment to highlight something the student did well in their project. They will be able to view these anonymous comments at the end of the fair week, so that they will be left with encouragement even if they do not win an award.

Pre-Caucus Judges Meeting

On Tuesday, March 3rd, you will check in at the University of Arizona Student Union Grand Ballroom. Once checked in, you will be directed to your caucus room where you will meet your team. Please arrive in time to be checked in by 9:00am for session one, or 12:30pm for session two, so that we may identify any absences and distribute interviews so that those students are not affected.

Each team will have a schedule of interviews for your review upon arrival. Use your pre-caucus time to identify any projects that were either in your area of expertise, or of particular interest to you, and schedule yourself to interview them during a time that both of you have open. Be sure to share this information with your team, and especially your team lead.

Ten minutes before the scheduled interview period, the project hall will open to your team so that you may orient yourselves to the layout and find your category. Students will be completing their project set up during this time, so please do not speak to them until the first interview period has officially begun.

During this time, team leads will fill in the extra interviews you scheduled on the master schedule for your category in the hall. That way students can know when they may expect you.

Each student will be provided with a project board and a printout of their virtual project upon their arrival. They will be expected to assemble their project before the first interview period; however many are travelling long distances to attend judging, so please do not mark a student down if their board is not assembled or if it is assembled poorly. The information on the board is identical to the virtual slide deck you reviewed before arriving, so please use the slide deck as the basis for the “presentation” score.

Interviews

- When you check in, you will be provided with a schedule of interviews. The schedule will be created with the goal of ensuring you have a few open periods to interview projects that are in your area of expertise.
- Interviews are 8 minutes long and will begin every 10 minutes (allowing 2 minutes to write down your scores and notes and move to the next project).
- An announcement will be made at the beginning of each interview period, and a chime will sound at the seven-minute mark so that you may ask any last questions and wrap up the interview.
- For more information and tips on interviews, please review the Tips for Interviewing in this guide.

Final Caucus

Once the interview period is complete, your team will return to your team room to make the final determinations for the 1st, 2nd, and 3rd place projects for your category. Please review scoring and awards, and to learn more about the caucus process, please review the Caucus Tips section.

When your team has finalized their Grand Awards decisions and Sponsored Award recommendations, your team leader will take your teams scores to our recorder for entry.

Tips

- Park in the Second Street Garage and SARSEF will cover the fee. A map will be provided prior to the event
- Wear comfortable shoes
- Please dress in business casual or professional attire. It is absolutely appropriate to represent your company with a logoed polo, etc.
- Bring a water bottle and snacks

Criteria, Scoring and Awards

ALL categories are judged using the same criteria. Elementary and Middle School levels have one set of criteria regardless of project type. At the High School level, you will choose to evaluate any project using either the science or engineering rubric by selecting the rubric that you feel will be most advantageous to the project. The criteria for all grade levels are provided at the end of this guidebook.

Please judge the projects in their current category. We will not move or reassign projects. Since we use the same rubrics between categories, the best science and engineering will rise to the top! Please just score the project like the others in your category, and do not punish a student for making an inappropriate selection (often it is an honest slip-of-the-finger mistake made by the wonderful teacher who entered the project in).

Group/Class Projects

Students in groups of more than four are doing Group/Class Projects. These are distinguished by the letter "C" in their locator number and are judged separately from all other projects.

At the Elementary and Middle School level, class projects will be assigned a different judging team and compete across categories against the other class projects at that grade level.

At the High School level, if you have more than one Group/Class Project in your category, judge them against each other and give out first, second, and third place awards- these awards are separate from the grand award number at the top of your project sheet. If you only have one Group/Class Project in your category, you should award a place (first, second or third) to the project as appropriate.

Sponsored Awards

We are very fortunate to have Organizations that donate Special Awards to the students. We all know just how much it means to a student to be encouraged for using their brain, and each of these organizations provides an additional opportunity for them to be recognized. Some of the organizations provide judges, while others would rather have YOU choose the winners!

During your caucus, your team will be asked to give SARSEF a list of sponsored awards contenders. These projects should be those that deserve encouragement or are unique in a way that deserves recognition. They could be notable for enthusiasm, innovation, impact, creativity, clarity, originality, grit, sample size, whatever your team feels made it stand out.

Scoring and Awards

Score sheets are available at the end of this document that you may use to help you identify your top projects. During Caucus, each judge will read their top three to five projects for each category or grade level while the team leader takes notes. This helps initially rank the projects, as those that appear multiple times are clearly a good place to start your discussion. Please do not base your caucus on scores alone; some judges may consistently score higher, or lower, than others, which is why we ask you to convert these scores to rankings. You may choose to view your top contenders as a team to help inform your decision determining awards.

You will be provided with a suggested number of awards per category at the top of your assigned projects sheet. These numbers are calculated as a percentage of each category. The number of each award is flexible! If you have two projects that are equally deserving of first- give it to them! But then don't award one of your seconds or thirds. And, if you have a tie of two equally deserving projects, we can always add an additional award.

Important Reminders while Judging

- Please do not judge on pdf quality or access to resources. Great scientific or engineering research does not depend on access to a lab, computer, or printer. Many of the best projects are done at home. As for the project pdf, please judge based on the logical organization and content of the board, not the appearance or spelling errors.

- Please assume that ALL work is Student Work!
  - The teachers and schools have already judged projects and have determined what is student work and what isn't- and they know best.
  - We encourage mentorship and parent involvement (for example, we tell parents it is OK if they transcribe for their students, but they should use their child's language and stop typing the moment their child is quiet.) But handwriting is OK too if what's in your pdf is pictures or a scanned paper.
  - You will be amazed by what students can do. Keep in mind you are judging projects done by natives to technology- kindergarteners really can use Microsoft Excel.

- Please do not reward an "Out of the Book" project unless there was a very unique twist added that made it "their own." There are some projects we see every year that are straight from the internet. We tell students, teachers, and parents during outreach NOT to do the old standbys while training them how to come up with an original idea. It is OK to use these as a basis for a new or exciting idea, but it's not okay to copy the project. If the student doesn't care- why should we?

The use of a non-novel idea should be accounted for in the "creativity" score.

Here are a few examples of projects to watch out for:

- Playing music to plants or to gauge music's impact on heart rate or emotion
- Comparing paper towels, laundry detergent, batteries, nail polish, etc.
- Mentos and Diet Pepsi
- Flipping water bottles
- Taste Bud Test
- Preserving Apple Slices
- Projects listed as from "Science Buddies"

As you may have noted from the examples, these “out of the book” projects are often more demonstrations than true projects with experimental or engineering design. Determining if a project is more of a demonstration is a good way to spot these kinds of projects.

- The Research Process is Changing! There are many trends in research and education that come and go. You may notice that the project pdfs are organized differently than what was the standard scientific method- that is OK! Hypotheses are not taught as much now as “Questions” so please do not mark a project down for something like not having a stated hypothesis or using the metric system, we are looking at the process as a whole.

- Continuation projects (those done over multiple years) should only be evaluated on the most recent year of research. You may, of course, learn about what the student did in the past as it relates to their current work, but it is important to differentiate what was new this year compared to those previous.

- All projects have been cleared by the Scientific Review Committee (SRC) and Display and Safety. You do not need to worry about whether a student has followed proper safety procedures. Either a school, or SARSEF level SRC has cleared the projects.

Helpful Hints While Judging

Although you will be using the judging criteria to score projects, here are a few helpful general thoughts about what makes a winning project.

- When you deliberate on the projects, use a few simple criteria for your decisions. Then use the more detailed criteria for those that you have narrowed down.
- The quality of the student’s (or group of students’) work is what matters, not the aesthetics of the board or how professional their research instruments might be. In other words, “judge the science, not the sizzle!”
- Team projects and individual projects are judged the same. It is the quality of the work that matters.
- A less-sophisticated project that the student understands gets higher marks than a more sophisticated project that is not understood (this can be determined through interviews at the High School Level).
- Access to sophisticated lab equipment and endorsements from professionals do not guarantee a high-quality project. (Ask yourself: Did the student really understand what was going on?)
- It is acceptable if the student ended up disproving the objective or hypothesis of the experiment.

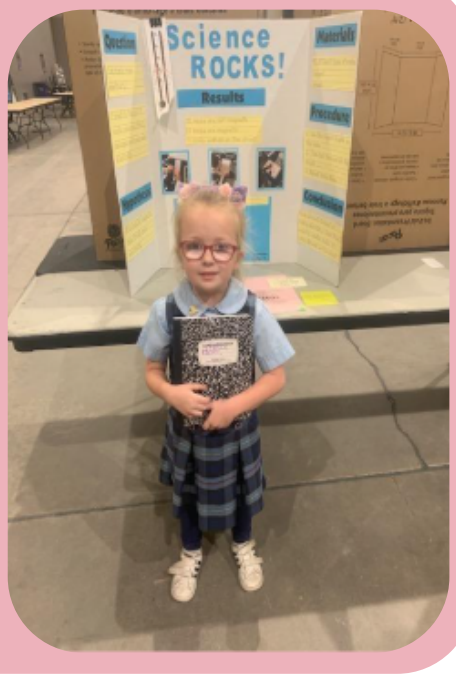
In general, high marks go to:

- "Early starters" who took a longer period of time to collect data
- Genuine scientific breakthroughs
- Discovering knowledge not readily available to the student
- Correctly interpreting and analyzing data
- Repetitions to verify experimental results — and enough subjects to adequately test
- Predicting and/or reducing experimental results with analytical techniques
- Experiments applicable to the "real world" (for engineering projects)
- Ability to clearly portray and explain the project and its results

In general, low marks go to:

- Ignoring readily available information (e.g. not doing basic library research)
- An apparatus (e.g. model) not useful for experimentation and data collection
- Improperly using jargon, not understanding terminology, and/or not knowing how equipment or instrumentation works

Please do your best to make sure that all of the participants remember the science fair as a positive experience in their lives.



Tips for Interviewing - All Levels

Meeting the Student

When you first meet a student, please do so in a friendly, professional manner. Be sure to introduce yourself, explain your affiliation, and offer a brief description of your background.

Asking Questions

Some questions/variations all students should be able to answer:

- How did you come up with the idea for this project?
- What did you learn from your background research?
- How much time (or how many days) did it take to run the experiments — such as growing the plants, or collecting data points?
- How many times did you run the experiment with each configuration?
- How many experiment runs are represented by each data point on the chart?
- Did you take all data (run the experiment) under the same conditions (in other words, at the same temperature, time of day or lighting conditions)?
- How does your apparatus (equipment or instrument) work?
- What do you mean by [terminology or jargon used by the student?
- When did you start this project, or how much of the work did you do this year? (NOTE: Some students may bring the prior year's winning project back, with minimal enhancements).
- What is the next experiment to do in continuing this study?
- What would you do differently if you had to do this again?
- What was your favorite part of doing this project? What was the most challenging?
- What are the real-world applications of your findings?
- Are there any areas that we not have covered which you feel are important?
- Do you have any questions for me?

These are only suggestions to keep the conversation going.

Improving Communication

Since you are a judge, most students instinctively think of you as an intimidating figure. The more you can dispel this image, the more likely you are to help the student be less nervous and engage in a better discussion.

Again, simple things can make a difference:

- Use eye contact/ look at your computer camera as though you were making eye contact.

- Tip your head to the side to indicate interest. (This is a universal nonverbal form of communication).
- Whenever a student shows a good idea, be sure to use a compliment.
- Use a tone of voice that indicates interest or inquisitiveness — not skepticism or contempt.
- If a student gets flustered about a technological glitch, reassure them that you know that it isn't their fault and that it won't be held against them.
- If you are unable to hear the student or be heard, we encourage you to use the chat feature in Zoom to ensure you are able to communicate.

Please remember to HAVE FUN! The encouragement you give these students may be the fuel that inspires them for years to come!

Tips for Interviewing Continued - High School

Conveying Fairness

As a judge, it is very important to show the students that you are fair, approachable, and authentically interested in their work.

Your fairness is indicated by a few simple actions:

- Spend about the same amount of time with each student, and the same goes for group projects. Make sure you're spending about the same amount of time talking with each student in the group.
- Listen carefully to the student's responses to your questions. Students can tell when you're working on formulating your next question instead of truly listening to their answers.
- Use the interview time to understand the project at a deeper level than what you learned from their display. Ask questions that show you learned about their project and want to know more.

The questions you pose should not embarrass or intimidate the student. This sounds obvious, but oftentimes can be challenging to implement. Your goal is not to stump a student or call out gaps in knowledge that are tangentially related to the project. One helpful way to approach this is to remember that this is not a peer review session. Instead, you are actively learning about a student's journey and bringing your curiosity to understand how they explored a question through science or engineering.

Guiding the Discussion: What to do if the Student is Off-Base

Sometimes we come across projects in technical areas with which we are intimately familiar, but the student just didn't get it. They made some incorrect assumptions, missed a key indicator in the data, came up with a false conclusion, or didn't look at or understand some common principles.

It can be tempting to share your knowledge about the topic, to help the student appreciate what happened (or should have happened) in the experiment. Some judges have been observed to enthusiastically pontificate while a student stood idly listening. Before you do this, please consider that these students are smart, and the next judge may hear the student parroting back the knowledge you imparted.

You may try with your questions to lead the student toward the right answers, but you should not provide the answers. If you really feel compelled to make explanations, save them until near the end of the judging time when your knowledge will not be relayed to judges following you. Alternatively, you may write down their project number and ask SARSEF to facilitate an introduction once the fair has concluded. Many great mentorships have begun this way!

Remember, the student should do most of the talking!

Guiding the Discussion: What to do if the Student is On-Script or Jargon-Dependent

To accurately evaluate the project, it is important that the interview is more of a conversation than a presentation. Some students have a well-rehearsed pitch that may prevent you from having a chance to interact with the student. You must find some way to break the pattern — and again, your tool is questioning. Politely interrupt with a question, usually in the form of "I'm sorry, I didn't quite catch the relationship between that adjustment and this result" — or even some of the "any student can answer" questions, like "How many times did you run the experiment with each configuration?"

The idea is not to stop the student from talking, but to get the student to interrupt the "tape recording" and think about what is being communicated to you.

Many of these students are exceptionally bright. It is easy to think, when facing an incredibly impressive display and a supremely confident student that this student's research is beyond your knowledge. If a project is really and truly completely outside your experience, you are still knowledgeable in the area of problem solving and the Scientific Method. Concentrate on these aspects rather than the details of a particular project.

If a student continues to use jargon, or refer to processes you are not familiar with, feel confident in stopping them and asking them to explain what it means. Not only is it important for them to be able to communicate their project with the public, asking basic questions is a great test of their understanding and many students see it as a "test" rather than a lack of understanding. Never assume the student knows what the technical terms mean or what a piece of equipment does, how it works, or why it was used.

Tip

Sometimes I walk up to a student and am lost in the first 15 seconds. In these cases, I politely interrupt them and say that communicating science to the masses is important. I then ask them to explain their project to me like I was a five-year-old, in four sentences or less. It is one of the hardest questions you can ask a student because it challenges them to think differently about their language, meanwhile you create common dialogue!

Caucus Tips

These tips help keep the decision-making process faster, and less controversial, but are very formal. Smaller judging groups might not need these, while larger ones might find them handy.

Work from the Top, Down (start with first place, and work down to third)

- There is a reason that more than one person liked a project- so start the discussion there
- Then ask, are there other projects we should consider for first place?

Focus on one project at a time

- Start with the project with the most votes and ask for a volunteer to briefly describe why they gave it a high mark.
- Then ask if anyone has anything to add about THAT project that has not yet been mentioned (in the positive or negative) in one minute.
- Establish that each judge may speak once about a project for no more than one minute and may not speak about the project again until everyone else has had a chance to comment.
- Once everyone has contributed something NEW to say, ask for a vote for that project to be considered for first place (this is NOT decided to award it first, just establishing that it is in the "pool" of contenders).
- Then ask if another project should be considered for first place and repeat this process above.

Tip

Do not let this process get out of hand, if you have two first-place awards available, you should not have more than four contenders in your "pool."

- Once you have established a "pool" of first place projects, you will vote on each one individually. Ask "Who thinks this project (title and locator number) deserves a first place?" and count the number of votes. Repeat for each project in the "pool". Those with the highest number of votes, get the award spots.
- This is where you might want to rearrange the number of places. If you only have one first place, and the group feels two are worthy (and their votes show it), open up another spot at first place. But keep in mind you will either need to take a 2nd or 3rd away or ask Julie Euber for another spot. Note, this is important because if you have two projects that are of ISEF quality you want to be sure they each get a first place.

Once a decision is made, it is Final! If this process is run well, there should be no reason to look back. You might need to remind a judge about the group's vote.

DID YOU KNOW?

Each year SARSEF sends a delegation of students to the Regeneron International Science and Engineering Fair (ISEF). In 2026, SARSEF will be sending a delegation comprised of the top 9 research projects.

Last year, two middle-school Fair participants went on to be nominated in the Top 30 finalists at the Thermo Fisher Scientific Junior Innovators Challenge. One student, Luca McGill, went on to win second place in the engineering category!

Appendix: Judging Criteria

The following evaluation criteria will be provided to you and used for judging at SARSEF. Judging is conducted using these guidelines, with approximate values assigned to the research question, design and methodology, execution, creativity, and presentation.

Each section includes key items to consider for evaluation. Judges should take into consideration the grade level when scoring. Examine the student notebook, if present.

For Group/Class Projects, look for evidence that every child in the class had some responsibility or did part of the project.

SARSEF Fair Science and Engineering Judging Guidelines
Pre K – Kindergarten

The following evaluation criteria will be used for judging at SARSEF. This may assist you in evaluating each of these categories; however, the points are provided as guidelines only. Each section includes key items to consider.

I. Research Question (15 pts.)

- question/problem is something that this child or group of children genuinely might want to know or solve
- gives a reason for why this child (or children) wants to do the project
- is authentic to this age level
- research question is asked clearly or design requirements outlined clearly and is something that might be possible for a child to answer/solve at this level (with assistance)
- question /problem is narrowed down in scope (specific, not too broad or too many other parts)

Continued on next page

II. Design and Methodology (25 pts.)

- evidence that the child/children thought of what needs to happen in order ("First, I will..." "Then I will...")
- plan for how to collect data – i.e. place to make tally marks, drawing pictures along the way
- appropriate # of subjects i.e. plans to watch more than one anthill, measure speed of 2-3 toy cars (note: It may be most appropriate for engineering projects to have one subject in each iteration.)
- plans adequate # of trials i.e. sends each car down ramp several times, watches ants in morning and afternoon
- When evaluating engineering components:
  - identifies a possible solution after observing/studying the problem
  - comes up with an idea (drawing or note about their plan)
  - develops a prototype/model that is different from what exists already
  - plans at least one model variation, retrial

III. Execution: Data Collection, Analysis and Interpretation (25 pts.)

NOTE: adult help is allowed but somewhere in the project there should be evidence that some or most of it was done by or with the child.

- For science research questions, student followed same plan each time without too much variation i.e. does not change mind each trial tried to "stick to the plan"
- For engineering design process, shows changes made to prototype based on results
- uses basic touch counting strategies up to ten "1, 2, 3..."
- makes a comparison, conclusion – using words like "More" or "Less" and "Bigger" or "Smaller"
- evidence that each child had their "hands-on" most parts of the project
- says what the answer to their question/ best solution was (more points if based on their collected data)
- recognizes the meaning of what was found - mentions why they did the project in the first place
- can say what they wish they could do next time or if there were no limits (i.e. money, time)

Continued on next page

IV. Creativity (20 pts.)

A creative project demonstrates imagination and inventiveness. Such projects are ones that the student personally cares about, have not been widely done before or listed on Science Fair idea lists.

- project demonstrates particular creativity for a young child in one or more Criteria I, II, III or V
- idea appears novel - at least to this child
- idea appears to be what student genuinely cares about as evidenced by reason given for doing project
- there is passion the project: reason, discussion of the plan, or end results

V. Presentation (15 pts.)

- evidence the child experienced a science or engineering-related concept or skill and enjoyed the process
- evidence that a child did part of this project on their own
- evidence of the basic scientific/engineering process (question/problem, design, test, results, conclusion)
- logical organization of display (drawings only are fine, expected)
- visual illustration of some part of the process, hand-drawn, graph made out of Legos, M&M's, etc.

SARSEF Fair Science and Engineering Judging Guidelines Grades 1-2

The following evaluation criteria will be used for judging at SARSEF. This may assist you in evaluating each of these categories; however, the points are provided as guidelines only. Each section includes key items to consider.

I. Research Question (15 pts.)

- question/problem is something that this child or group of children genuinely might want to know or solve
- gives a reason for why this child wants to do the project
- is authentic to this age level
- question/problem is asked clearly or design requirements outlined clearly and is something that might be possible for a child to answer/solve at this level (with assistance)
- question/problem is narrowed down in scope, specific (can include other parts but not too many)

Continued on next page

II. Design and Methodology (25 pts.)

- evidence that the child thought of what needs to happen in order, numbered step by step plan ("1., 2., 3….")
- plan for collecting data – i.e. place to record times or numbers observed, and/or illustrated changes to prototype
- appropriate # of subjects i.e. plans to watch more than one girl and boy race, measure several ages' reactions (note: It may be most appropriate for engineering projects to have one subject in each iteration.)
- plans adequate # of trials i.e. rolls different balls several times, watches birds in trees for several days
- When evaluating engineering components:
  - identifies a possible solution after observing/studying the problem
  - comes up with an idea (drawing or note about their plan)
  - develops a prototype/model that is different from what exists already
  - plans at least one model variation, retrial

III. Execution: Data Collection, Analysis and Interpretation (25 pts.)

- followed the plan without too much variation i.e. does not switch ways of doing things each time
- evidence of basic math such as counting, adding to find totals and subtracting to find differences
- compares using words like "Greater than" and "Less than" or "More" and "Fewer" or "Larger" and "Smaller"
- evidence that each child had their "hands-on" most parts of the project, were actively present, involved
- says what the answer to their question or best solution was, forms conclusion (more points if based on their collected data)
- recognizes the meaning of what was found - mentions why they did the project in the first place
- can say what they wish they could do next time, what hope to find/do some day
- For engineering component- shows changes to prototype made, based on results

IV. Creativity (20 pts.)

A creative project demonstrates imagination and inventiveness. Such projects are ones that the student personally cares about, have not been widely done before or listed on Science Fair idea lists.

- project demonstrates particular creativity in one or more Criteria I, II, III or V
- idea appears novel - at least to this child
- idea appears to be what student genuinely cares about as evidenced by reason given for doing project
- there is passion about the project: reason, discussion of the plan, or end results

V. Presentation (15 pts.)

- evidence the child experienced a science-related concept or skill
- evidence that a child did some parts of this project on their own or was actively engaged in all parts
- evidence of the basic scientific process (question, test, results, conclusion)
- logical organization of display (handwritten is fine)
- visual illustration of some part of the process, graphs can be made out of Legos, M&M's, drawn etc.

SARSEF Fair Science and Engineering Judging Guidelines Grades 3-5

The following evaluation criteria will be used for judging at SARSEF. This may assist you in evaluating each of these categories; however, the points are provided as guidelines only. Each section includes key items to consider.

I. Research Question (15 pts.)

- project has a clear and focused purpose
- idea is a question/problem that needs solving in student's life, school, community, world
- the answer is not already obvious or out there if a simple search is conducted
- idea is testable using a scientific process, can be retested AND/OR definition of design requirements for proposed solution and explanation of constraints

Continued on next page

II. Design and Methodology (25 pts.)

- exploration of several alternatives to answer need/problem
- has a step-by-step plan and data collection methods that are consistent AND/OR realistic plan for development of an actual prototype/model for testing including assembly procedures
- identification of a possible solution that is practical, reasonable, doable
- clearly written step by step plan to follow so other could do the same test, data collection, and/or construction
- identification of variables that either cannot be controlled or were not anticipated, but might affect the results
- considered what would be the appropriate # of subjects or prototypes, adequate # of planned trials and retrials (note: It may be most appropriate for engineering projects to have one subject in each iteration.)
- has a test group and a control group (if appropriate), or multiple groups for testing

III. Execution: Data Collection, Analysis and Interpretation (25 pts.)

- For science research, followed same planned method/process each time - not too much variation between trials
- For engineering design process, prototype was tested in more than one condition, and in multiple trials (adjustments to trials are informed and documented)
- prototype demonstrates the intended design or variation
- enough data collected to reasonably answer question, allow for analysis of data
- appropriate application of mathematical methods for comparison – use of fractions, averaging
- forms a conclusion based on the data and evidence, refers to data
- recognition of potential impact of what was done
- refers back to the original question or problem, ideas for further research
- include what challenges were presented, can say what they wish they could do differently or next time

IV. Creativity (20 pts.)

A creative project demonstrates imagination and inventiveness. Such projects are ones that the student personally cares about, have not been widely done before or listed on Science Fair idea lists.

- project demonstrates significant creativity in one or more Criteria I, II, III or V
- idea appears novel – at least to the student (not copied or seen repeatedly)
- idea appears to be something that student genuinely cares about, passion or enthusiasm is communicated

Continued on next page

V. Presentation (15 pts.)

- clear communication and evidence of understanding basic science/engineering concepts relevant to project
- logical organization of display facilitate communication of project
- graphics (photo or drawing) including a basic graph of some kind
- extra points for mentioning references, supporting documentation listed on board or notebook

SARSEF Fair Science and Engineering Judging Guidelines Middle School Grades 6-8

The following evaluation criteria will be used for judging at SARSEF. This may assist you in evaluating each of these categories; however, the points are provided as guidelines only. Students are encouraged to design their posters in a clear and informative manner to allow thorough evaluation. Examine the student notebook.

I. Research Question/Problem (15 pts.)

- project has a clear and focused purpose
- idea is a question/problem that needs solving in student's life, school, community, world
- the answer is not already obvious or out there if a simple search is conducted
- idea is testable using a scientific process, can be retested AND/OR definition of design requirements for proposed solution and explanation of constraints

II. Design and Methodology (25 pts.)

- exploration of several alternatives to answer need or problem
- well-designed plan and data collection methods that will ensure consistent recording or results AND/OR realistic plan for development of an actual prototype/model for testing including assembly procedures
- control group and variables are defined AND/OR identification of a possible solution that is practical, reasonable, doable
- reproducibility of results, i.e. clearly written, step by step plan to implement or construct
- identification of variables that either cannot be controlled or were not anticipated, but might affect the results
- considered what would be the appropriate # of subjects or prototypes, adequate # of planned trials and retrials (note: It may be most appropriate for engineering projects to have one subject in each iteration.)
- has a test group and a control group (if appropriate), or multiple groups for testing

Continued on next page

III. Execution: Data Collection, Analysis and Interpretation (25 pts.)

For science research components:

- systematic data collection and analysis - same procedure each time, little variation conditions of testing
- sufficient data collected to support interpretation and conclusions - several trials, many test subjects
- appropriate application of mathematical methods for comparison - averaging, percentages, etc.
- understanding limitations of results and conclusions, constraints
- makes conclusions based on the data and evidence, refers to data and results
- implications for broader community are thought about, ideas for further research, links to other studies
- considers limitations of findings including challenges faced

For science research components:

- prototype demonstrates the intended design
- prototype was tested in multiple conditions, and in multiple trials
- Adjustments to trials are informed and documented
- prototype demonstrates the intended design or variation with skill and completeness
- recognition of potential impact of what was done
- refers back to the original question or problem, ideas for further research
- include what challenges were presented, can say what they wish they could do differently or next time

IV. Creativity (20 pts.)

A creative project demonstrates imagination and inventiveness. Such projects are ones that the student personally cares about, have not been widely done before or listed on Science Fair idea lists. Creative projects offer different perspectives that open up new possibilities or new alternatives.

- project demonstrates significant creativity in one or more Criteria I, II, III or V
- idea appears novel – at least to the student (not copied or seen repeatedly)
- idea appears to be something that student genuinely cares about, passion or enthusiasm is communicated

Continued on next page

V. Presentation (15 pts.)

- clear communication and evidence of understanding basic relevant science/engineering concepts
- logical organization of display facilitate communication of project
- clarity of graphs, legends & graphics – at this level more than one graph or chart is expected
- supporting documentation displayed – multiple references listed on board or in notebook

SARSEF Judging Guidelines: High School - Science Project

Each section includes key items to consider for evaluation both before and after the interview. Students are encouraged to design their slide decks in a clear and informative manner to allow pre-interview evaluation and to enable the interview to become an in-depth discussion. Judges should examine the student notebook and, if present, any special forms such as Form 1C (Regulated Research Institution/Industrial Setting) and Form 7 (Continuation of Projects).

I. Research Question (10 pts.)

- clear and focused purpose
- identifies contribution to field of study
- testable using scientific methods

II. Design and Methodology (15 pts.)

- well-designed plan and data collection methods
- variables and controls defined, appropriate and complete

III. Execution: Data Collection, Analysis and Interpretation (20 pts.)

- systematic data collection and analysis
- reproducibility of results
- appropriate application of mathematical and statistical methods
- sufficient data collected to support interpretation and conclusions

Continued on next page

IV. Creativity & Potential Impact (20 pts.)

A creative project demonstrates imagination and inventiveness. Such projects often offer different perspectives that open new possibilities or new alternatives. Similarly, a project's impact or potential impact on the world can be a key element to consider. If not clearly demonstrated or tested, does the student recognize and envision the potential impact? Judges should place emphasis on research outcomes and analysis in evaluating creativity and potential impact.

- project demonstrates significant creativity in one or more of the above criteria (I, II, III)
- project has impact or potential impact in its field and/or in technology, economy, environment or society

V. Presentation (35 pts.)

Presentation/Interview: The interview provides the opportunity to interact with the finalists and evaluate their understanding of the project's basic science, interpretation, and limitations of the results and conclusions.

- If the project was done at a research or industrial facility, the judge should determine the degree of independence of the finalist in conducting the project, which is documented on Form 1C.
- If the project was completed at home or in a school laboratory, the judge should determine if the finalist received any mentoring or professional guidance.
- If the project is a multi-year effort, the interview should focus ONLY on the current year's work. Judges should review the project's abstract and Form 7 to clarify what progress was completed this year.
- Please note that both team and individual projects are judged together, and projects should be judged only on the basis of their quality. However, all team members should demonstrate significant contributions to and an understanding of the project.

a. Project Display – Virtual Poster or Slide Deck (10 pts.)

- logical organization of material
- clarity of graphics and legends
- supporting documentation displayed

Continued on next page

b. Interview (25 pts.)

- clear, concise, thoughtful responses to questions
- understanding of basic science relevant to project
- understanding interpretation and limitations of results and conclusions
- degree of independence in conducting project
- recognition of potential impact in science, society and/or economics
- quality of ideas for further research
- for team projects, contributions to and understanding of project by all members

SARSEF Fair Judging Guidelines: High School - Engineering Project

Each section includes key items to consider for evaluation both before and after the interview. Students are encouraged to design their slide decks in a clear and informative manner to allow pre-interview evaluation and to enable the interview to become an in-depth discussion. Judges should examine the student notebook and, if present, any special forms such as Form 1C (Regulated Research Institution/Industrial Setting) and Form 7 (Continuation of Projects).

I. Design Requirements (10 pts.)

- description of a practical need or problem to be solved
- definition of requirements for proposed solution
- explanation of constraints

II. Design and Methodology (15 pts.)

- exploration of alternatives to answer need or problem
- identification of a solution
- development of a prototype/model, including a test plan and any appropriate component level testing

III. Execution: Construction and Testing (20 pts.)

- prototype demonstrates intended design
- prototype has been tested in multiple conditions/trials, individual components have been tested where appropriate
- prototype demonstrates engineering skill and completeness

Continued on next page

IV. Creativity & Potential Impact (20 pts.)

A creative project demonstrates imagination and inventiveness. Such projects often offer different perspectives that open up new possibilities or new alternatives. Similarly, a project's impact or potential impact on the world can be a key element to consider. If not clearly demonstrated or tested, does the student recognize and envision the potential impact? Judges should place emphasis on research outcomes and analysis in evaluating creativity and potential impact.

- project demonstrates significant creativity in one or more of the above criteria (I, II, III)
- project has impact or potential impact in its field and/or in technology, economy, environment or society

V. Presentation (35 pts.)

Presentation/Interview: The interview provides the opportunity to interact with the finalists and evaluate their understanding of the project's basic science, interpretation, and limitations of the results and conclusions.

- If the project was done at a research or industrial facility, the judge should determine the degree of independence of the finalist in conducting the project, which is documented on Form 1C.
- If the project was completed at home or in a school laboratory, the judge should determine if the finalist received any mentoring or professional guidance.
- If the project is a multi-year effort, the interview should focus ONLY on the current year's work. Judges should review the project's abstract and Form 7 to clarify what progress was completed this year.
- Please note that both team and individual projects are judged together, and projects should be judged only on the basis of their quality. However, all team members should demonstrate significant contributions to and an understanding of the project.

a. Project Display – Virtual Poster or Slide Deck (10 pts.)

- logical organization of material
- clarity of graphics and legends
- supporting documentation displayed

Continued on next page

b. Interview (25 pts.)

- clear, concise, thoughtful responses to questions
- understanding of basic science relevant to project
- understanding interpretation and limitations of results and conclusions
- degree of independence in conducting project
- recognition of potential impact in science, society and/or economics
- quality of ideas for further research
- for team projects, contributions to and understanding of project by all members

SARSEF
Science and Engineering Fair

Elementary and Mddle School Judges Sheet

Rubric for both Science and Engineering

Project #	Title	Research	Design & Method	Execution	Creativity	Presentation	Total
		15	25	25	20	15	100

SARSEF
Science and Engineering Fair

Elementary and Mddle School Judges Sheet

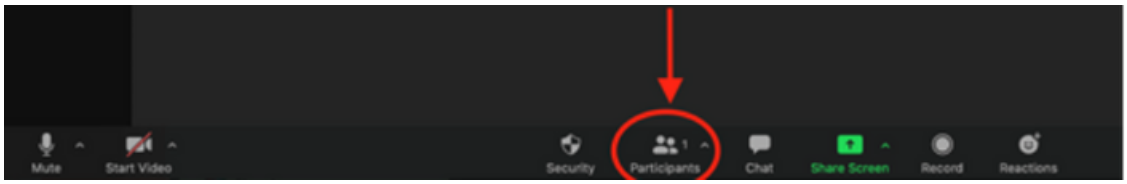
Rubric for both Science and Engineering

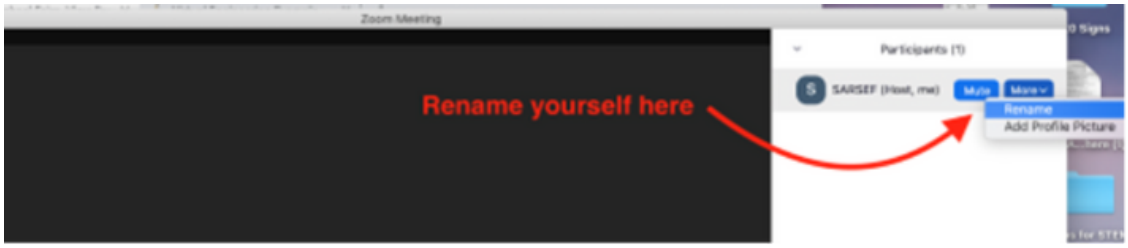
Project #	Title	Research	Design & Method	Execution	Creativity	Presentation		Total
						Poster	Interview	
		10	15	20	20	10	25	100

Elementary School and Middle School Judge Technical Instructions

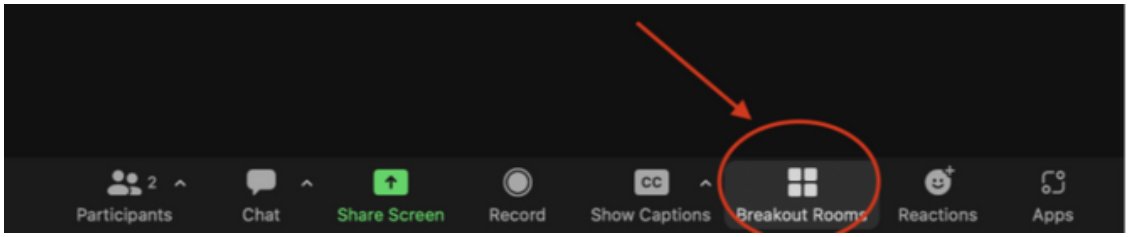
Caucus

- Prior to 3/5 10:00a (Elementary) or 3/5 1:00p (Middle), review and score your assigned projects on your own.
- Before your caucus begins on Wednesday, 3/5, click on the Zoom link that corresponds to your judging team to enter the appropriate Zoom Meeting. When prompted to name yourself, please put "Judge [team name] [first name]" to help the Host identify your role.
    - If you enter the meeting without being prompted to name yourself, you can always change your name as soon as you enter the room, by clicking on "Participants," hover over your name, click on "more," then click on "Rename."





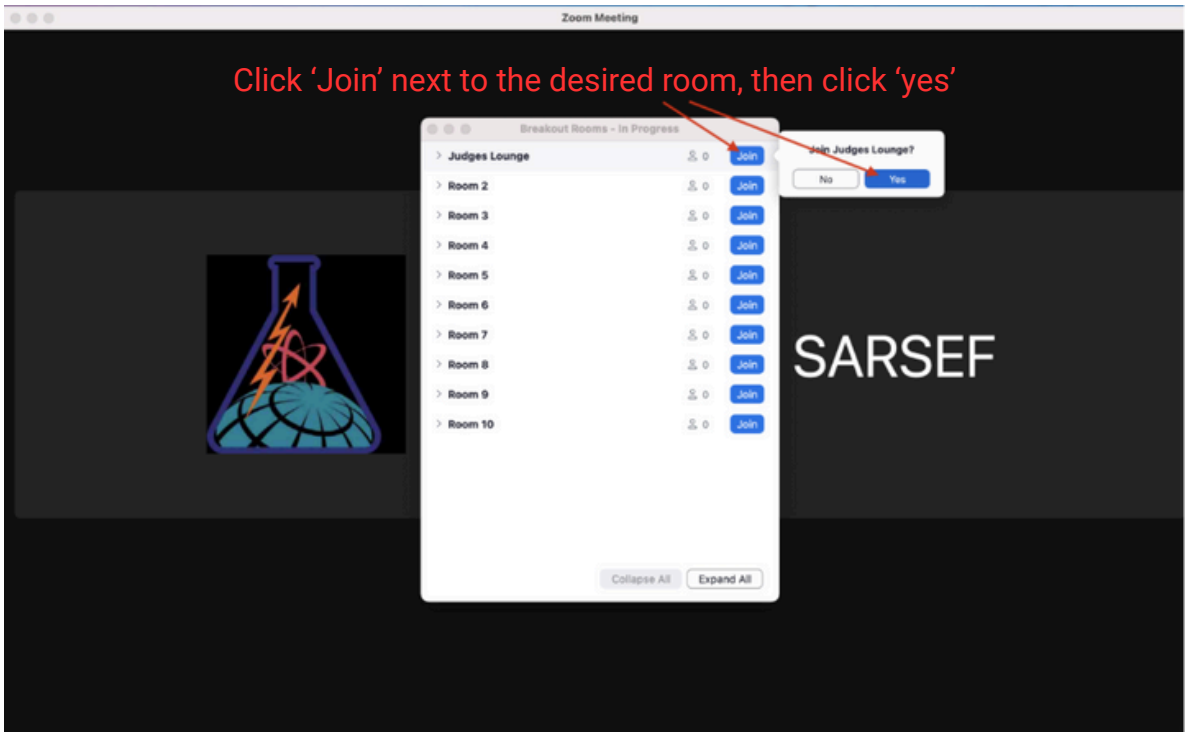
- Join your Team's breakout room. To do this, click "Breakout Rooms" at the bottom and "Join" next to the room with your corresponding team name. Then, click "Yes" If you are having trouble, ask for assistance from the host.



- Elementary School judging teams will caucus from 10:00a-11:30a. Middle School judging teams will caucus from 1:00p-2:30p. During this time, your team will decide winners for the Grand Awards in your grade/category. You may not need the entire time to do this.
- Once your team has finalized awards decisions, the team lead will notify the SARSEF staff by clicking the “Ask for Help” button. A recorder will come in to assist your team in entering scores/awards. You should make your decisions by 11:30a (Elementary) or 2:30p (Middle) so that decisions can be entered, and you can have a break before interviews begin.

Interviews

- Student interviews will occur on Wednesday, 3/5, from 4:00-6:00p, and Thursday, 3/6, from 9:00a-11:00a. Each judge is required to attend at least one of these periods, however, you may attend both! Speaking with the students about their projects is one of the most valuable experiences for both judges and students.
- Before interviews begin, all judges will meet in the breakout room entitled “Judges Lounge.”



- As students arrive, hosts will place each student/project in an interview breakout room. The student will have their project number as their name.
- You and your fellow judges will be able to see the project that is in a specific breakout room. One at a time, judges should coordinate to visit projects and interview them. You will do this by clicking “Join” next to the room that contains the project you wish to visit.
- When you are done with the interview, click “Breakout Rooms” and return to the Judges Lounge by clicking “Join” to the right of that room. You can coordinate with other judges letting them know that project is available for another interview.
- Interview students for about 5 min, congratulate them, let them know another judge will be coming, and return to the Judges Lounge to let the other judges know that project is ready for another judge.
- If you are the student’s third interview, let them know they can just leave the meeting. Congratulate them again for their amazing work!
- Students may share their screen so that you both are looking at their project, but if you need to look the project up on your computer, the student’s screen name will be their project number. If they are unable to share their screen or encounter any other technology issues, have patience. Remind them that it isn’t their fault and just ask them about their project without the screen share.
- If during the interview period you need to take a break, please return to the Judges Lounge, notify the Host, mute yourself, and turn off your camera. After a short break, please return and notify your fellow judges that you are ready to interview more students!

Tips

- Have snacks and water handy!
- Choose a quiet place in your house that will be a plain solid background, minimizing visual distractions. If desired, use our official SARSEF Fair virtual Zoom background!
- If you or the student encounter any technology issues, have patience. In this virtual setting, these situations are bound to happen, and the most important thing is that we stay calm and assure the student that it isn’t their fault.