



CREST Award assessment grid

- Any criterion which you do not assess to be 'acceptable' or 'excellent' is to be left blank
- To achieve a CREST Award, students must have a minimum of 11 out of the 15 criteria assessed as 'acceptable' or 'excellent'
- Over 50% of the criterion must be met in each of the four sections

A British Science Association programme



Student/team members' names	
School name	
Registration number	
Project title	
CREST assessor	
Level awarded	

Does the project meet the key CREST criteria for the level you are assessing?

Award level	Bronze	Silver	Gold
Time spent on the project (circle which applies)	A minimum of around 10 hrs on one project area	30+ hrs on one project area	70+ hrs on one project area
Skills/knowledge level? (average age)	11 – 14 years	14 – 16 years	16 – 18 years
Award level summary (for full details see separate CREST Award level overview sheet)	Research, actions and results are evaluated and improvements suggested. Uncertainties recognised to some extent.	Research, actions and results are processed and evaluated and can affect the course of the project. Uncertainties and errors are identified and explained.	Research, actions and results are processed, analysed and evaluated and affect the course of the project. Uncertainties and errors are identified, explained and improvements made and suggested.

1 – Planning the project

Criterion	Acceptable performance	Excellent performance	Assessment
Project aims and objectives	A clear aim is broken down into realistic objectives, evident in the work done	A clear aim is broken down into realistic objectives, with clear rationale for each. The link between aim, objectives and work done is clearly communicated	
Project context	The project has a wider purpose that is communicated by the student(s)	The project is framed by its wider purpose, stated from the outset as a rationale for the project	
Selection of approach	A range of approaches is considered using stated reasoning	A broad range of approaches is considered using justified reasoning	
Project strategy	A realistic strategy is used to complete the project	A clear and realistic strategy is set from the start, and influences decisions throughout	
Planning and organisation	Some evidence of good planning and coherent organisation of work and people	A well planned project with work and people organised coherently organised work justified through reporting	

2 – Throughout the project

Criterion	Acceptable performance	Excellent performance	Assessment
Resources – use of material and human resources	The student(s) make some use of resources available	The student(s) clearly recognise when to use external resources, and can explain when and why this was necessary	
Research	Relevant aspects of the project are researched from a limited range of sources	All relevant aspects of the project are researched, making good use of appropriate techniques	

3 – Finalising the project

Criterion	Acceptable performance	Excellent performance	Assessment
Conclusions and implications	Logical conclusions are drawn, and their wider implications stated	Logical conclusions are drawn and justified, and their wider implications explained	
Understanding of project outcome	The student(s) can explain the effects of some of their actions on the project outcome	The student(s) can explain the effects of their strategy and actions on the project outcome	
Reflection on learning	The student(s) can explain what they have learnt	The student(s) can explain what they have learnt, how and when this will be useful, and also further learning that would be helpful	

Project-wide criteria

Criterion	Acceptable performance	Excellent performance	Assessment
Scientific and/or technical knowledge	The student(s) demonstrate adequate understanding of the core topic(s) appropriate to the level	The student(s) demonstrate clear and broad understanding of the topic(s) appropriate to the level	
Decision making	The student(s) initiate and take some decisions to direct the project, taking some account of safety and ethical issues, and acting on them	The student(s) initiate, direct and take decisions, taking full account of safety and ethical issues, and acting on them effectively	
Creativity	The student(s) think laterally in executing some elements of the project	The student(s) think laterally about the project and its execution, producing an original outcome	
Problem solving	The student(s) identify and overcome some problems successfully	The student(s) identify problems clearly, overcoming them with innovative solutions	
Communication	The student(s) explain their project clearly in writing and in conversation, using some visual media	The student(s) explain their project clearly and fluently in writing and conversation, using appropriate visual media proficiently	

