**Rubric --- Display Board**

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| --- | --- | --- | --- | --- | --- |
| **Category** | **Exemplary --- 7 - 6 points** | **Accomplished --- 5 - 3 points** | **Developing --- 2 - 1 point** | **Missing – 0 points** | **Total** |
| **Abstract** | Summary of purpose, procedure, and conclusion. | One part missing. Inadequate information. | Two parts missing. Inadequate information. |  |  |
| **Safety Sheet** | All safety hazards identified. | Some safety hazards identified. | Insufficient safety hazards identified. |  |  |
| **Title** | Appropriate --- relates to project. | Somewhat relates to project. | Does not relate to project. |  |  |
| **Purpose** | Clear and completely identified. | Identified, but not clear. | Does not address problem. |  |  |
| **Hypothesis** | Clear and concise prediction made. | Prediction made. | Prediction made --- not clear. |  |  |
| **Materials** | All listed and including amounts and sizes. Easy to understand. | All listed but does not include how many, how much. | Some listed. List is not complete and confusing. |  |  |
| **Procedure** | Easy to follow, no missing steps. All steps numbered, written in second person with “you” understood. | Steps listed but not numbered or not written in second person with “you” understood. | Missing steps, not easily understood. |  |  |
| **Experimental Design** | Controls, variables, units of measure, method of data collection accurately described. | Controls, variables, units of measure, method of data collection described. 1 or 2 components missing. | Controls, variables, units of measure, method of data collection Not understood. |  |  |
| **Data Table** | Accurate data presented --- easy to read. | Accurate data presented --- not easy to read. | Attempt made to present data, data not accurate. |  |  |
| **Graph or Chart** | Accurate and neatly displayed with title and proper headings identified. | Accurate data displayed but title and headings incorrectly displayed. | Poorly constructed with no title or heading. |  |  |
| **Pictures or Diagrams** | Neatly displayed illustrations with informative captions. | Illustrations provided with simple captions. | Illustrations, but no captions. |  |  |
| **Data Interpretation** | Accurate explanation of results. | Explanation of results, but not clear. | Missing pertinent information, results not understood. |  |  |
| **Conclusion** | Accurate, logical, informative. Restates hypothesis and if proven true or false, describes problems encountered and their solutions, how to take project to next level. | Logical explanation with hypothesis restated. Does not describe problems encountered and their solutions or does not explain how to take this project to the next level. | Not clear with illogical explanation, does not address problems encountered and their solutions, does not describe taking project to next level. |  |  |
| **Spelling and Grammar** | All spelling and grammar correct. | Some spelling or grammatical errors. | Frequent spelling or grammatical errors. |  |  |
| **Organization** | Carefully planned, easy to follow --- flows, excellent use of space. | Some planning with some flow --- space somewhat used appropriately. | Not planned --- does not flow, space not used appropriately. |  |  |
| **Neat/Attractive** | Neat and appealing; legible. | Neat but not legible. | Sloppy; carelessly prepared. |  |  |
| **Timeliness** | Handed in on time. | One to two days late. | Three days late. |  |  |
| **Total** |  |  |  |  |  |

**Rubric --- Use of Scientific Method**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **6 - 7 points** | **5 - 4 - 3 points** | **2 - 1 - 0 points** | **Total** |
| **Knowledge Gained** | Exhibits thorough understanding of topic and its outcome. | Somewhat familiar with topic and its outcome. | Does not understand topic and its outcome. |  |
| **Scientific Approach** | Demonstrates use of the Scientific Method. | Demonstrates some use of the Scientific Method. | Does not demonstrate use of the Scientific Method. |  |
| **Experimental Approach --- Variables Identified** | Single variable tested. Independent and dependent variables identified. All constant variables identified. | Single variable tested. Did not identify independent and dependent variables. Some constant variables identified. | Single variable not tested. Did not identify independent and dependent variables. Constant variables not identified. |  |
| **Experimental Approach --- Controls Identified** | Experiment was appropriate --- shows use of control group. | Experiment was not appropriate but efforts made to show use of control group. | Experiment not present --- more like a demonstration --- no use of control group. |  |
| **Reliability of Data** | Data are reliable --- experimented repeated to give sufficient data. | Data not reliable --- insufficient data collected. | Little or no data collected. |  |
| **Validity of Conclusion** | Conclusion is consistent with data. | Conclusion not consistent with data. | Not a valid conclusion. |  |
| **Originality** | Highly creative in efforts to solve problem. | Some creative effort shown in efforts to solve problem. | No originality in efforts to solve problem. |  |
| **Total** |  |  |  |  |

**Rubric --- Oral Presentation**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **3 points** | **2 points** | **1 point** | **Total** |
| **Introduction/Closure** | Delivers clear and organized opening and closing statements to set the mood. | Delivers opening and closely statements and tries to set the mood. | Does not display opening or closing statements. |  |
| **Pacing** | Well planned with good use of time. | Planned but does not use time wisely. | Not planned --- either too short or too long. |  |
| **Eye Contact** | Holds audience attention, makes eye contact with audience. | Some eye contact with audience. | Little or no eye contact with audience. |  |
| **Poise** | Fluid movements, relaxed, self-confident, no mistakes. | Nervous motions, some tension, minor mistakes that are quickly overcome. | Tense and nervous, makes mistakes and does not recover. |  |
| **Voice** | Loud enough, variation in tone. | Sometimes too soft, some variation in tone. | Cannot hear, monotone. |  |
| **Total** |  |  |  |  |

**Rubric --- Oral Presentation**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **3 points** | **2 points** | **1 point** | **Total** |
| **Introduction/Closure** | Delivers clear and organized opening and closing statements to set the mood. | Delivers opening and closely statements and tries to set the mood. | Does not display opening or closing statements. |  |
| **Pacing** | Well planned with good use of time. | Planned but does not use time wisely. | Not planned --- either too short or too long. |  |
| **Eye Contact** | Holds audience attention, makes eye contact with audience. | Some eye contact with audience. | Little or no eye contact with audience. |  |
| **Poise** | Fluid movements, relaxed, self-confident, no mistakes. | Nervous motions, some tension, minor mistakes that are quickly overcome. | Tense and nervous, makes mistakes and does not recover. |  |
| **Voice** | Loud enough, variation in tone. | Sometimes too soft, some variation in tone. | Cannot hear, monotone. |  |
| **Total** |  |  |  |  |

**Rubric --- Research of Literature**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **6 - 7 points** | **5 - 4 - 3 points** | **2 - 1 - 0 points** | **Total** |
| **Introduction --- First Paragraph** | States the problem and explains the significance of your topic. | States the problem but does not explain its significance to the topic. | Gives very little information of the problem and fails to explain its significance to the topic. |  |
| **Body of Paper --- Mid-Section** | Thorough summary of the findings of studies conducted on the topic. | Provides some information related to the topic. | Contains little information related to the topic. |  |
| **Summary ---**  **Last Paragraph** | Summarizes the main findings from the articles reviewed. | Summarizes some of the main findings from articles reviewed. | Fails to summarize the main findings from articles reviewed. |  |
| **Citations** | All quotes are noted with author’s last name and date of publication. | Only some quotes are noted with author’s last name and date of publication. | Used quotes but did not provide author’s last name and date of publication. |  |
| **Bibliography** | Contains a reference list of the sources of information you used and cited in your paper.  Used 5 or more references --- including articles from internet, books, encyclopedias, journals, professionals. | Contains a reference list of the sources of information you used and cited in your paper.  Used 3 – 4 references --- includes articles from internet, books, encyclopedias, journals, professionals. | Contains a reference list of the sources of information you used and cited in your paper.  Used less than 3 references --- includes articles from internet, books, encyclopedias, journals, professionals. |  |
| **Spelling and Grammar** | All spelling and grammar correct. | Some spelling or grammatical errors but did not distract the reader. | Frequent spelling or grammatical errors which distracted the reader. |  |
| **Attractiveness** | Neatly typed, legible, use of heading to separate main ideas, well-organized. | Neatly printed, legible, some headings used, suitably organized. | Sloppy, not legible, no headings, not organized. |  |
| **Timeliness** | Handed in on time. | One to two days late. | Three days late. |  |
| **Total** |  |  |  |  |