

RUBRIC FOR SCIENCE PROJECT

	5 — Stellar	4 — Well Done	3 — Moderate	2 — Limited	1 — I need help!
Problem and Hypothesis	Problem is new, meaningful, well researched. Hypothesis is clearly stated in the "IF... THEN" format.	Problem is meaningful, and well researched. Hypothesis is clearly stated.	Problem is addressed and researched. Hypothesis is stated.	Problem is somewhat addressed and somewhat researched. Hypothesis is unclear.	Problem is not stated and research is unclear. Hypothesis is not stated.
Background Research	Research is thorough, specific, has many examples. All ideas are clearly explained. History, biology, and pros and cons are fully addressed.	Research has many specifics and some examples. Most ideas are explained. Student mostly addresses the history, biology, and pros and cons.	Research has some specifics and a couple examples. Few ideas are explained. Student doesn't address all areas: history, biology, and pros and cons.	Research has little specifics and one example. Two or less ideas are explained. Student doesn't address all areas: history, biology, and pros and cons.	Research has no specifics and one example. No ideas are explained. Student doesn't address all areas: history, biology, and pros and cons.
Experimental Design/ Materials/ Procedure	Procedure is detailed, appropriate, thorough. Steps of procedure are listed and sequential, all materials are listed. Safety issues have been addressed.	Procedure is appropriate, thorough. Steps of procedure are listed and mostly sequential, most materials are listed. Safety issues may have been addressed.	Procedure is appropriate. Steps of procedure are mostly listed. Most materials are listed. Safety issues were not addressed.	Procedure is inadequate. Steps of procedure are mostly listed. Few materials are listed. Safety issues were not addressed.	Procedure is inadequate. A few steps of procedure are listed. No materials are listed. Safety issues were not addressed.
Variables/Controls/ Sample size	Variables have been identified, controls are appropriate, in place, and explained. Sample size is appropriate and explained.	Variables have been identified, controls are appropriate and in place. Sample size is appropriate.	Variables have somewhat been identified, controls are somewhat known. Sample size is not appropriate.	Missing one variable or control. Sample size is not considered.	Missing two or more of the variables or the controls. Sample size is not considered.

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Data Collection	Proper use of the Metric System. Adequate number of trials/sample size. Appropriate use of photos/charts/graphs to display data.	Use of the Metric System. Adequate number of trials/sample size. Some use of photos/charts/graphs to display data.	Use of the Metric System. Adequate number of trials/sample size. Fair use of photos/charts/graphs to display data.	Use of the English System. Poor number of trials/sample size. Poor use of photos/charts/graphs to display data.	Use of the English System. Poor number of trials/sample size. No use of photos/charts/graphs to display data.
Analysis	Conclusions are supported by the data. Sources of error have been considered. Explanation is made for how or why the hypothesis was supported or rejected. Experimental meaning is conveyed and reflection of what was learned and how it could be made better is made.	Conclusions are supported by the data. Some sources of error have been considered. Explanation is made for how or why the hypothesis was supported or rejected. Reflection of what was learned and how it could be made better is made.	Conclusions are not clearly supported by the data. Some sources of error have been considered. Explanation is attempted for how or why the hypothesis was supported or rejected. Reflection of what was learned and how it could be made better is made.	Conclusions are not supported by the data. A few sources of error have been considered. Explanation is attempted for how or why the hypothesis was supported or rejected. Reflection of what was learned and how it could be made better is poor.	Conclusions are not supported by the data. No sources of error have been considered. Explanation is not attempted for how or why the hypothesis was supported or rejected. Reflection of what was learned and how it could be made better is not made.
Visual Display Poster Board	Board is neat, attractive, and creative. Spelling and grammar are correct. Graphs and charts are properly labeled.	Board is neat and attractive. Spelling and grammar are mostly correct. Graphs and charts are mostly labeled.	Board is neat. Spelling and grammar are somewhat correct. Graphs and charts are somewhat labeled.	Board is fair. Spelling and grammar have many mistakes. Graphs and charts are unclear.	Board is poor. Spelling and grammar have many mistakes. Graphs and charts are missing.
Visual Display PowerPoint®	PowerPoint is clear, concise and short bullets are used to make statements. Graphics are used in an appropriate manner.	PowerPoint is clear, concise and short bullets are used to make statements. Graphics are used in a good manner.	PowerPoint is clear, and moderately long bullets are used to make statements. Graphics are used in a good manner.	PowerPoint is unclear, and moderately long bullets are used to make statements. Graphics are used in a fair manner.	PowerPoint is unclear, and long bullets are used to make statements. Graphics are not used.

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Interview	Students display a high level of subject knowledge from research and the process of completing the experiment. Students can extrapolate from the experiment. Students speak clearly.	Students display a moderate level of subject knowledge from research and the process of completing the experiment. Students speak clearly.	Students display a fair level of subject knowledge from research and the process of completing the experiment. Students speak clearly.	Students display a low level of subject knowledge from research and the process of completing the experiment. Students speak unclearly.	Students display a poor level of subject knowledge from research and the process of completing the experiment. Students speak unclearly.
Presentation	Each student speaks loudly and clearly, using appropriate grammar and is able to present background knowledge in a succinct manner.	Each student speaks clearly, using good grammar and is able to present background knowledge in a clear manner.	Each student speaks clearly, using good grammar and is able to present background knowledge in a somewhat clear manner.	Each student speaks using moderate grammar and is able to present background knowledge in a somewhat clear manner.	One or more students do not speak. Grammar is poor and background knowledge is unclear.
Level of Difficulty/ Creativity	Problem is conceptually intricate/requires extra effort and involves a creative approach.	Problem requires extra effort and involves a creative approach.	Problem requires effort and involves a less-than-creative approach.	Problem requires little effort and involves a less-than-creative approach.	Problem requires little effort and does not involve a creative approach.
Works Cited	Seven references are cited in MLA format and referenced throughout the paper and presentation.	Six references are cited and referenced throughout the paper and presentation.	Five references are cited and referenced throughout the paper and presentation.	Four references are cited and referenced throughout the paper and presentation.	Three or less references are cited and referenced throughout the paper and presentation.