

SCIENCE FAIR PROJECT - RESEARCH RUBRIC

Student Name: _____

| STANDARD ASSESSED: | POINTS EARNED: | AT-A-GLANCE: | FULL DESCRIPTION OF REQUIREMENTS: |
|--|----------------|--|---|
| Information ETS 1-1 | 4 | Strong 5+ valid sources | Report has facts, definitions, details, and quotations FROM SCIENTISTS IN THE FIELD. Explanations develop topic. References five or more valid resources. |
| | 3 | Relevant 4 valid sources | Report has facts, definitions, details, and quotations from scientific community. Explanations develop topic. References four valid resources. |
| | 2 | Developing 3- 4 sources | Report has facts, definitions, details, and quotations from class work. Explanations develop topic. References three to four valid resources. |
| | 1 | Incomplete 3- valid sources | Report is missing facts, definitions, details, quotations and explanations, limiting topic development. References two to three valid resources. |
| Notes: Valid sources are a mix of encyclopedias, peer-reviewed journals, textbooks and academic videos. No blogs, or opinion sites. Ask if unsure. | | | |
| Diagrams ETS 1-3 | 4 | 5+ images | Five or more relevant images, including one or more graphs. All images include titles and descriptions. |
| | 3 | 4 images | Four relevant images. All images include titles and descriptions. |
| | 2 | 1-3 images | One to three relevant images. Images include titles and descriptions. |
| | 1 | 0 images | No relevant images. |
| Notes: | | | |
| Conclusion Summary ETS1-2 | 4 | In depth | In depth conclusion based on current research. Connections are made to other similar studies. Discusses current issues around, and next steps for the research. |
| | 3 | Relevant | Conclusion includes current issues around, and next steps for the research. |
| | 2 | Summary | Conclusion attempts to summarize outcomes. |
| | 1 | Incomplete | Incomplete or absent conclusion. |
| Notes: | | | |
| Word Choice LA.6-8. WHST.6-8.2. b_1 | 4 | Precise language | Students uses precise language. Each sentence makes the topic more understandable. Grade level vocabulary present and used appropriately. |
| | 3 | Clear language | Student uses language that helps make the topic understandable. Grade level vocabulary present and used appropriately. |
| | 2 | General | Student's writing makes the topic mostly understandable. Vocabulary mostly used appropriately. |
| | 1 | Misused | Student's writing is unclear. |
| Notes: | | | |
| Design ETS 1-4 | 4 | Professional | Display board completes Science Fair Checklist and has professional appearance. |
| | 3 | Effective | Display board completes Science Fair Checklist and is used effectively. It is colorful and clean. |
| | 2 | Complete | Display board mostly completes the Science Fair Checklist. |
| | 1 | Incomplete | Significant alterations needed. Redo required. |
| Notes: | | | |