**RUBRIC FOR SCIENCE PROJECT**

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|  | **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. |
| **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. |
|  | **5 — Stellar** | **4 — Well Done** | **3 — Moderate** | **2 — Limited** | **1 — I need help!** |
| **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 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. |
| **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. |
| **Works Cited** | References cited in MLA format throughout. | References cited throughout. | References cited in MLA format throughout parts. | Few references are cited and referenced in parts. | No references are cited. |