Please save this rubric and return on April 18th (Wednesday).

NEWLY REVISED Science Fair Project Rubric

Any late projects will have 5 points taken off the final grade for each day it is late.

	1	2	3
Part I: Scientific Method			
Purpose	Purpose is two of the following: not specific/clear, testable, or stated as a one-sentence question.	Purpose is one of the following: not specific/clear, testable, or stated as a one-sentence question.	Purpose is specific/clear, testable, and stated as a one-sentence question.
Background/Research	Research is two of the following: not related to the topic, explains the scientific concept behind the project, written in paragraph form, and in student voice.	Research is one of the following: not related to the topic, explains the scientific concept behind the project, written in paragraph form, and in student voice, or it is too short.	Research is related to the project, explains the scientific concept behind the project, written in paragraph form, and in student voice.
Hypothesis	Hypothesis does not answer the purpose question.	Hypothesis answers the purpose question but is not clear, concise, or measurable.	Hypothesis is clear, concise, measurable, and answers the purpose question.
Materials	The materials for the project is not listed or mostly incomplete	Some, but not all materials used for the project are listed	All the materials used for the project are listed.
Procedure/experiment	Procedure is described poorly and unclear.	Procedure is described in paragraph form and is easily understood by the audience or written step-by-step but not easily understood.	Procedure is described step-by-step and is easily understood by the audience when presented.
Data	The data table/graph is not labeled clearly and is missing a title. Data is not relevant to the purpose question. Performs only one trial.	The data table/graph is not labeled clearly or missing a title. The data provides information that answers the purpose question. It is qualitative. Performs only one trial.	The data table/graphs are clearly labeled and titled. The data provides information that answers the purpose question. It is quantitative. Student performed multiple trials.
Conclusion/Analysis	Missing two of the following: Restates the purpose, hypothesis, whether the hypothesis was correct or not, and results are used to answer the purpose question and why it happened.	Missing one of the following: Restates the purpose, hypothesis, whether the hypothesis was correct or not, and results are used to answer the purpose question and why it happened.	Restates the purpose, hypothesis, whether the hypothesis was correct or not, and results are used to answer the purpose question and explain why it happened.
Bibliography	No resources are in the correct format and does not list all resources used.	Some sources are not written in the correct format and/or do not list the sources according to categories such as books, websites, other media.	All resources are written in the correct format and categorized in groups such books, websites, and/or other media.
Part II: Appearance			
Graphics/color	Design does not grab your attention (need to use more color/graphics/borders). Display title and headings are not large enough to be seen from a distance. Pictures are	Missing one or two of the following: Display title and headings for the scientific method are large enough to be seen from a distance. Pictures represent the process of the	Overall design catches your attention and draws you in. Display title and headings for the scientific method are large enough to be seen from a distance. Pictures represent the process of the experiment and have

	not included or irrelevant to the experiment.	experiment and have captions. Shows use of markers, stencils, punch out lettering, and /or rulers. Careful attention to detail. (No extra effort was put in to make the display board look appealing. Needs more color/graphics.) Has empty space on the board.	captions. Shows use of markers, stencils, punch out lettering, and /or rulers. Careful attention to detail. No large empty space.
Organization/ mechanics	Display is messy has crooked letters, cross-outs, white-out. No attention to detail. Many errors in grammar, spelling, or punctuation.	Display is neat, scientific method steps are mostly in order and somewhat easy to follow). Most parts of the display are labeled. Several minor errors in grammar, spelling or punctuation.	Scientific method is placed in order, easy to follow, effort was taken to make the lettering and pictures look straight and neat. Everything is clearly labeled. Grammar, spelling, and punctuation are used correctly.
Originality	Project or approach is common or below/above middle school grade level (too easy or too difficult for the student)	Project or approach is common. Some effort is shown to make it original by changing a small part of it.	Project or approach is unique. Student took a commonly used topic and changed it to make it different and interesting.
Presentation	Student mumbles or speaks very low. Has difficulty explaining the project and answering the questions. Shows no interest in the project. The actual project does not work or function properly.	Has some difficulty in explaining the project in a clear and easy to follow manner. Has some difficulty answering questions about the project. Giggles during the presentation.	Clearly describes the project in a step by step easy to follow manner. Speaks with knowledge and understanding of the project in interesting and enthusiastic way. Can easily answer questions about the project.

Total points: _____ Final grade: _____

36-35	100 A+
34-31	93 A
30-27	90 B+
26-23	85 B
22-19	80 C+
18-15	75 C
14	70 D
13-10	65 F

Comments: