

Project #	Judges Initials:
Project Title:	

		<i>Points</i>
Problem/Question To what degree is the problem student or class generated? Is it clear and concise? Written in the form of a question.	0=No Problem Statement. 1=Poorly written Problem Statement/Question (not in question form). 2=Problem is simplistic and perhaps taken from source. Unoriginal. 3=Complete well written Problem/Question in the form of a question and has a unique approach (a variable may have been changed) 4=Above expectations-detailed, well written and innovative.	
Hypothesis To what degree is the prediction testable? Relates to students' prior experience. (Shows cause and effect an "if" /"then" statement)	0=No hypothesis. 1=Incomplete hypothesis. 2=Complete hypothesis but not completely testable. 3=Hypothesis is well written and testable.	
Materials All materials are listed in; column form, <u>with unit of measure (consistently).</u>	0=No materials identified or used. 1=Materials not specifically identified (e.g. water) 2=Materials specifically identified (e.g. a type of water) 3=Materials listed specifically including quantities (e.g. 50 ml of water at room temp.) 4=Materials listed and complete and unit of measure is consistent and includes enough detail for all trials conducted (e.g. 50 ml of water at 21°C)	
Procedure Procedure is sequential (numbered), replicable. If this is a class project, student participation must be evident.	0=No overall procedural plan to confirm hypothesis. 1=Partial procedural plan to confirm hypothesis (may not include class). 2=Sufficient procedural plan to confirm hypothesis. 3=Well-written plan with sequential steps and class participation is evident.	
Variables Test (independent) Outcome (dependent) Control (comparison) Constant (conditions are the same)	0=No variables or constants are recognized. 1=Some variables or some constants are recognized. 2=All variables are recognized but not all controls (or visa versa). 3=All variables and controls are recognized but not labeled on board or in notebook. 4=All variables & controls are clearly and appropriately recognized and written on the board and in the notebook.	
Data Is there both qualitative and quantitative data, are they labeled correctly and summarized.	0=No data has been included. 1=Partial data included (may be missing qualitative or quantitative). 2=Inclusion of both types of data, may not be labeled correctly. 3=Inclusion of all data types and labeling is accurate & appropriate.	
	<i>Subtotal front</i>	

<p>Results/Conclusion To what degree are the conclusions recognized and interpreted? Students show or tell what they learned. What other questions could they come up with from this project?</p>	<p>0=No problem statement or interpretation of data support for hypothesis identified. 1=Incomplete problem statement or interpretation of data support of the hypothesis. 2=Correct/complete conclusion from data support for hypothesis. 3=Well-written conclusion of data support for hypothesis.</p>	
<p>Display Attributes Attractive, clear, legible and in appropriate order</p>	<p>0=Unsatisfactory display – attributes missing. 1=Poor quality of display with little attention to detail. 2=Average quality but board organization hinders communication. 3=Good quality – but the addition of more components would improve communication or layout hinders communication. 4=Superior display – layout and organization facilitates communication.</p>	
<p>Notebook (s) Students write in their own words, (recognizable inventive spelling is acceptable). Includes original illustrations and thoughts.</p>	<p>0=No individual information written in students own words. 2=All journals have the exact same wording but pictures are varied. 4=Some written information is the same, pictures are varied. 6=Most information is written in the students’ own words and pictures are varied. 8=Students reflect in their own words what they learned, includes all of the above of the project per student. Includes graphs/tables.</p>	
<p>Overall Quality To what degree does this project relate to broader scientific principles and real world applications, is original or has an innovative approach to the topic or shows a high degree of complexity</p>	<p>0=Very little degree of originality and or complexity. 2=Some relevance to real world application but low degree of originality or complexity. 4=Some originality (changing a variable or two), or complexity, may or may not relate to real world yet not identified by the student. 6=A degree of originality, complexity, and has real world application to broader scientific principles and innovative. 8=Very innovative and original. Complexity and application to broader scientific principles is high.</p>	
	<p><i>Subtotal back</i></p>	
	<p>TOTAL POINTS _____ / 44</p>	

Updated 8/2016 – Corrected total points, no change to content of rubric - LFG