Science Fair Rubric

Type of Project (Experiment/Inquiry)	Project Title				
Grade/Section	Presenters				
	4	3	2	1	Score
PURPOSE What is the reason the students chose this topic? Experiment - Problem & Hypothesis Inquiry - Connect and Wonder (Big Question)	Explains with precision why the problem or issue is appropriate for the context; Thoroughly explains background of the problem or issue	Explains clearly why the problem or issue is appropriate for the context; Explains key background aspects of the problem or issue	Partially explains why the problem or issue is appropriate for the context; Describes some background to the problem or issue	Does not identify a problem or issue appropriate for the context; Shows very limited understanding of the problem or issue	
PROCESS What methods did the students use to develop their understanding of their topic? Experimental - scientific process Inquiry - Investigate small questions relating to "Big Question"	Problem is thoughtfully analysed and designed by conducting an experiment with controlled and independent variables or thoughtfully investigated with the small questions related to the "Big Question" in the Inquiry process	Problem is analysed and designed by conducting an experiment with controlled and independent variables or investigated with the small questions related to the "Big Question" in the Inquiry process	Problem is somewhat analysed and designed but lacks controlled or independent variables when conducting an experiment or connecting is lacking between the small question investigation to "Big Question" in the inquiry process	Problem is not analysed and designed by conducting an experiment with controlled and independent variables or is not investigated with the small questions related to the "Big Question" in the Inquiry process	
ORGANIZATION OF RESULTS How did students synthesize their findings? Experiment - Organize Data collected Inquiry - Construct	Data was collected and recorded in an orderly manner that accurately reflects the results of the experiment or the inquiry process	Data was recorded in a manner that probably represents the results of the experiment or the inquiry process	Data was recorded in a disorganized manner that may not represent the results of the experiment or inquiry process	Data was recorded in an incomplete, haphazard manner that does not represent the results of the experiment or inquiry process	
CONCLUSION What did the students learn? Experiment - Conclusion of results Inquiry - Express and Reflect	Shows insight into the implications of the findings of the experiment or inquiry, identifies limitations of the experiment or inquiry; is able to extend knowledge and understanding	Shows understanding of the findings of the experiment or inquiry, and identifies implications, knowledge, and understanding.	Shows some understanding of the concepts explored in the experiment or inquiry, and was able to identify some things learned from the experiment or the inquiry	Shows limited understanding of the concepts explored in the experiment or inquiry; has difficulty drawing conclusions.	
APPLICATION Why is what students learned important? Judge's question - How is your science fair project connected to Earth Day?	There is a definite purpose in connection to Earth Day. The Purpose is timely and relevant; offers solutions to real problems.	The Project has a purpose in connection to Earth Day, but missing some elements to a full answer.	Parts of project are difficult to understand. The purpose is vague; students somewhat make a real world problem connection.	Project is difficult to understand. Purpose is not stated; there is no real world problem-solving connection made.	
PRESENTATION OF DISPLAY	Project is neatly done; shows great creativity and organized, great deal of attention is paid to detail. Any writing or word processing is neatly done; pen, markers and rulers are used. Any data is clearly and neatly displayed in the form of a table, graph, journal sheet, or pictures.	Project is neatly done; organized, some attention is paid to detail. Any writing or word processing is neatly done; pen, markers and rulers are used. Any data is clearly and neatly displayed.	Project is somewhat neatly done: some attention is paid to detail; some cross-outs, crooked writing, may be done in pencil. Data is neither clear nor neatly displayed if required.	Project is done in messy and careless manner: no attention is paid to detail; too many cross- outs, crooked writing, done in pencil. Data is missing if required.	

Oral Presentation

We encourage students to be creative with their oral presentation. Practice, Practice, Practice!

Be sure to offer lots of details to the judges in the following order:

- 1) Purpose What is the reason the students chose this topic? Students state their Problem and Hypothesis **or** their Connect and Wonder Big question
- 2) Process What methods did the students use to develop their understanding of their topic? Students state the Experiment process **or** the Investigation process
- **3)** Organization of Results *How did students synthesize their findings?* Students state how they organized their data collected **or** how they organized their research
- **4)** Conclusion What did the students learn? Students state the results of their experiment **or** express their reflections to the inquiry question
- **5)** Application *Why is what they learned important?* Students answer Judges Question

6) Presentation

Judges look at presentation of display