

Traditional Science Project Scoring Rubric

Project Name: _____

	4	3	2	1
Investigative Process	<ul style="list-style-type: none"> Experiment aims to answer an original question Hypothesis is formulated with critical reasoning Variables to be manipulated are evidence based 	<ul style="list-style-type: none"> Experiment aims to answer a common question with an innovative idea Hypothesis is formulated with logical reasoning Variables to be manipulated are identified with some criteria 	<ul style="list-style-type: none"> Experiment lacks original thought but aims to answer a question A hypothesis is present Variables are identified but lack clear explanation of why they are being manipulated 	<ul style="list-style-type: none"> Experiment does not aim to answer a question, or the investigation does not match with the question identified A hypothesis is not present or does not address outcomes Variables are not identified or variables are identified with little or no understanding of why
Research	<ul style="list-style-type: none"> Research provides a real world context for experiment Information gathered provides clear experimental direction Resources/bibliography cited appropriately 	<ul style="list-style-type: none"> Research provides context for experiment Information gathered relates to experimental direction Resources/bibliography cited 	<ul style="list-style-type: none"> Evidence that some research has occurred, but it does not provide experimental context Information gathered is unclear or disconnected from experiment Minimal resources/bibliography 	<ul style="list-style-type: none"> Research is lacking or does not align with experimental context Unclear that background information was gathered Resources/bibliography absent
Procedure	<ul style="list-style-type: none"> Procedure is clearly outlined Procedure follows a logical sequence Multiple trials conducted over time Materials used were clearly communicated 	<ul style="list-style-type: none"> Procedure is outlined Procedure follows a sequence Multiple trials were conducted Materials used were communicated 	<ul style="list-style-type: none"> Procedure is unclear Procedure is not sequenced Multiple trials were not conducted Materials used were not clearly communicated 	<ul style="list-style-type: none"> Procedure is not included Multiple trials were not conducted Materials list not included
Presentation of Results	<ul style="list-style-type: none"> Data displays are clearly labeled Data displays are easily understood Data collection was precise Data collected was appropriate to investigation (qualitative vs. quantitative) Sample size was appropriate Logbook was used with fidelity 	<ul style="list-style-type: none"> Data displays are labeled Data displays are understandable Data collected was appropriate to investigation (qualitative vs. quantitative) Sample size needed adjustment Logbook was used 	<ul style="list-style-type: none"> Data displays are minimally labeled Data displays are understood with some explanation Data collected was not appropriate to investigation (qualitative vs. quantitative) Sample size was not considered Logbook was present 	<ul style="list-style-type: none"> Data displays are not present Logbook was not used
Student Understanding	<ul style="list-style-type: none"> Student analysis of experimental results is clear Student is able to discuss data and draw conclusions back to research Depth of understanding is present Student is anticipating further investigations to be conducted and/or research ideas 	<ul style="list-style-type: none"> Student analysis of experimental results lacks clarity Student is able to discuss data and draw conclusions but connections back to research are weak Student is able to identify possible further investigations through discussion with judges 	<ul style="list-style-type: none"> Student analysis of experimental results is weak Student discussion of data shows lack of clarity Conclusions are not connected to research Student is minimally able to identify possible further investigations through discussion with judges 	<ul style="list-style-type: none"> Student analysis of experiment results is weak and lacks understanding Student understands the experiment as a one time investigation
Additional comments:				Total points:

