

SCIENCE FAIR RUBRIC

SECTION A: PLANNING AND DESIGNING

Components	Max Score	Group score
1. Title of project	1	
2. Aim of the project	1	
3. Observation/ problem statement	1	
4. Hypothesis - Stated clearly - Testable	1 1	
5. Apparatus and materials appropriate	1	
6. Method (procedure) - Logical sequence of steps - Present tense and third person - workable or feasible to test hypothesis - Gives account of the proper use of all equipment. - Involves all variables in the procedures.	1 1 1 1 3	
7. Variables: identify/ states correct: - controlled - manipulated (independent) - Responding (dependent)	1 1 1	
8. Data to be collected - appropriate title - reasonable - link to the methods	1 1 1	
9. Assumptions /limitations/ precautions	1	
TOTAL	20	

SECTION B: IMPLEMENTATION

Components	Max Score	Group score
1. Method - Linked to proposal - Change of tense	1 1	
2. Results - Correct use of table/graph/formula - Correct substitution/ interpretation of graph/table/formula - Correct use of units/ proper headings	1 1 1	
3. Discussion - Interpretation of data is relevant - Explanation link to analysis to the Aim	1 2	
4. Precautions and limitations - Relevant sources of error are identified - Precautions are given - Limitations are discussed	1 1 1	
5. Reflections - Relevance of the experiment and its relationship to real life. - Relevance of its relationship to the environment or society. - Impact of knowledge gained - Justification for any adjustment made (what and when) - Communication of information using proper scientific language and grammar all of the time.	1 1 1 1 2	
6. Conclusion - conclusion based on findings - Conclusion is related to the Aim - Conclusion is valid and reliable	1 1 1	
TOTAL	20	

Total now 40 pts

2/3 (Next section Booklet, Banner, Pamphlet, Oral presentation)

SECTION C: BROCHURE

Task Description: Students portray science fair project in a brochure or pamphlet form.					
Criteria	weight	Professional (4)	Adequate (3)	Needs Work (2)	Unsatisfactory (1)
Content	4pts	<input type="checkbox"/> Demonstrates in depth understanding of topic <input type="checkbox"/> Accurately utilizes researched information (PD – Section A) in the brochure	<input type="checkbox"/> Demonstrates understanding of the topic <input type="checkbox"/> Students research information with an adequate degree of accuracy	<input type="checkbox"/> Demonstrates little understanding of topic <input type="checkbox"/> Students research information with a fair degree of accuracy	<input type="checkbox"/> Lacks understanding of topic <input type="checkbox"/> only the most basic parts of the information
Written Presentation	4pts	<input type="checkbox"/> Well organized content <input type="checkbox"/> Attractive and well-designed format <input type="checkbox"/> Clear and easily understood message <input type="checkbox"/> Computer generated with strong visual appeal	<input type="checkbox"/> Content is organized <input type="checkbox"/> Format is adequate <input type="checkbox"/> Message is sufficiently understood <input type="checkbox"/> Computer generated with acceptable eye appeal	<input type="checkbox"/> Content lacks organization <input type="checkbox"/> Format is difficult to follow and poorly organized <input type="checkbox"/> Message not clearly understood <input type="checkbox"/> Computer generated but poorly designed	<input type="checkbox"/> Unorganized content <input type="checkbox"/> Hard to follow <input type="checkbox"/> Message difficult to understand; tendency to wander or ramble <input type="checkbox"/> Handwritten or computer generated with little organization or skill
Scientific components	4 pts	<input type="checkbox"/> All components used of PD	<input type="checkbox"/> Three components used	<input type="checkbox"/> Two components used	<input type="checkbox"/> Less than one component used
Visual Appeal	4 pts	<input type="checkbox"/> Imaginative; original <input type="checkbox"/> Use of graphics make the message “come alive” <input type="checkbox"/> Science fair logo	<input type="checkbox"/> Creativity is acceptable <input type="checkbox"/> Use of graphics adequate to present message	<input type="checkbox"/> Little creativity used <input type="checkbox"/> Poor selection of graphics	<input type="checkbox"/> No originality <input type="checkbox"/> Graphics do not tie in with the message
Total	16	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Format:

Introduction of plan and design, Title, Aim, Hypothesis, Materials, Method, Expected results, Assumptions

SECTION D: BOOKLET

Task Description: Students portray science fair project in a booklet form.				
Criteria	weight	Professional (3)	Adequate (2)	Needs Work (1)
Colors and patterns	3pts	<input type="checkbox"/> Enhance readability	<input type="checkbox"/> Support readability	<input type="checkbox"/> Deduct from readability
Lay out	3pts	<input type="checkbox"/> Creatively enhances information.	<input type="checkbox"/> Balanced, uncluttered, adequate space.	<input type="checkbox"/> Not balanced, chattered, insufficient space.
Graphics/photos	3pts	<input type="checkbox"/> All graphics are engaging	<input type="checkbox"/> Graphics enhance text	<input type="checkbox"/> Graphics do not enhance text.
Title and subtitles	3pts	<input type="checkbox"/> All titles and subtitles are clear and enhance readability	<input type="checkbox"/> Most titles and subtitles are clear, enhance readability	<input type="checkbox"/> Few or no titles or subtitles to clarify text.
Text size and color	3pts	<input type="checkbox"/> All text is clear and readable, a few changes in size and color enhance understanding <input type="checkbox"/>	<input type="checkbox"/> Text is clear and readable, changes in size and color enhance understanding.	<input type="checkbox"/> Some text is clear and readable; frequent changes in size and color do not enhance understanding.
Writing	3pts	<input type="checkbox"/> Well written and organized, clear, easy to follow	<input type="checkbox"/> Adequately written and organized, clear, reasonably easy to follow.	<input type="checkbox"/> Poorly written and organized, unclear, hard to follow.
Quality of information	3pts	<input type="checkbox"/> Experiment description is clear, complete and concise	<input type="checkbox"/> Experiment description is mostly clear, could be a little more concise	<input type="checkbox"/> Product description is unclear, incomplete and not concise.
Grammar and spelling	3 pts	<input type="checkbox"/> No grammar or spelling errors	<input type="checkbox"/> One – two grammar or spelling error	<input type="checkbox"/> Many grammar and spelling errors
Total:	23	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION E: Banner

CATEGORY	3	2	1
Required Elements - School logo - project number - project title - science fair logo - length 5 by 3	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements are included on the poster.
Graphics - Relevance	All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation.	All graphics are related to the topic and most make it easier to understand. Some borrowed graphics have a source citation.	All graphics relate to the topic. One or two borrowed graphics have a source citation.
Attractiveness	The banner is exceptionally attractive in terms of design, layout, and neatness.	The banner is attractive in terms of design, layout, and neatness.	The banner is acceptably attractive though it may be a bit messy.
Grammar	There are no grammatical/mechanical mistakes on the poster.	There are 1-2 grammatical/mechanical mistakes on the poster.	There are 3-4 grammatical/mechanical mistakes on the poster.
Total	/ 12 pts.		

SECTION F: ORAL PRESENTATION

CATEGORY	3	2	1
Speech	Speaker uses a clear, audible voice	Speaker uses a clear voice but murmurs a lot	Speaker doesn't use a clear and audible voice
Delivery	.Delivery is poised, controlled and smooth	Delivery is controlled but not smooth	Delivery is not controlled and not smooth.
Language/ communication	Good language skills and communicated effectively	Good language skills but didn't communicate effectively.	Not good language skills and didn't communicate effectively.
Total	/ 9 pts.		