**Question/Title:**

| 0 |  | No question or title |
| --- | --- | --- |
| 1 |  | Topic is unclear in title/question |
| 2 |  | Well defined question; title descriptive |

**Hypothesis:**

| 0 |  | None shown |
| --- | --- | --- |
| 1 |  | Weak; shows little understanding without rationale |
| 2 |  | Adequate; shows understanding; makes an attempt at a scientific rationale |
| 3 |  | Very good; strong reasoning for hypothesis; partial scientific rationale |
| 4 |  | Well-defined hypothesis; shows scientific rationale with well-defined stated causation |

**Procedure:**

| 0 |  | None shown |
| --- | --- | --- |
| 1 |  | Incomplete or disorganized |
| 2 |  | Detailed; accounts for some variables |
| 3 |  | Detailed; accounts for some variables and included constants &/or controls |
| 4 |  | Detailed; accounts for all key variables as well as constants and controls |

**Testing & Trials:**

| 0 |  | None shown |
| --- | --- | --- |
| 1 |  | Single observation or group; 2 trials or less |
| 2 |  | Multiple observations, groups; limited to 2 trials |
| 3 |  | Multiple observations, groups; limited to 3 trials |
| 4 |  | Multiple observations, groups; more than 3 trials |

**Data:**

| 0 |  | None shown |
| --- | --- | --- |
| 1 |  | **Some** data is present, but poorly/ improperly displayed/incomplete |
| 2 |  | Data is present, graphs present, but some are hard to understand (ex: missing some axis titles, no units, etc…) |
| 3 |  | Data is present; pertinent graphs displayed, most necessary components are present to properly understand information |
| 4 |  | Data is present, recorded, and displayed; easy to understand; graphs or charts are properly displayed and contain **all** necessary components to interpret/understand the data |

**Conclusion:**

| 0 |  | None shown |
| --- | --- | --- |
| 1 |  | Conclusion has no relevance to stated question/topic |
| 2 |  | Conclusion has **some** relevance to topic, but is not supported by data |
| 3 |  | Conclusion addresses the problem/hypothesis; however, not supported by data |
| 4 |  | Conclusion addresses the problem/hypothesis; supported by data; however, interpretation is vague |
| 5 |  | Conclusion addresses the problem/hypothesis; supported by data; strong interpretation |

**Error Analysis\*: *Please see adjoining handout for a list of math courses that students take in given years***

| 0 |  | None shown |
| --- | --- | --- |
| 1 |  | Error is discussed but not analyzed mathematically |
| 2 |  | Error is discussed and analyzed mathematically |

**Grammar/Mechanics:**

| 0 |  | Illegible and/or hand-written, hard to understand, multiple errors exist |
| --- | --- | --- |
| 1 |  | Typed; hard to understand due to faulty grammar mechanics; **multiple** spelling/grammar errors exist |
| 2 |  | Typed: understandable; errors are present; however, does not interfere with readability of project |
| 3 |  | Typed; understandable; no grammatical or spelling errors present |

**Presentation/Aesthetics:**

| 0 |  | Unacceptable in neatness ***and*** display |
| --- | --- | --- |
| 1 |  | Unsatisfactory neatness ***or*** unsatisfactory display |
| 2 |  | Satisfactory neatness and organized display |
| 3 |  | Neat & organized |

**Originality:**

| 0 |  | Typical project, typical approach |
| --- | --- | --- |
| 1 |  | Typical project; however, has a unique approach |
| 2 |  | Creative project; however, typical approach |
| 3 |  | Creative project; original project; unique approach |

**Project Log Book**

| 0 |  | No log book present |
| --- | --- | --- |
| 1 |  | Log book present, includes only 1 elements\* |
| 2 |  | Log book present, includes 2 of the required elements\* |
| 3 |  | Log book present, includes 3 of the required elements\* |
| 4 |  | Log book present, includes 4 of the required elements\* |
| 5 |  | Log book present includes 5 of the required elements\* |
| 6 |  | All elements\* present |

**COMMENTS:** Please provide at least one positive comment, as well as, one piece of advice to improve this particular project. These will be returned to students and teachers!