

Elementary Science Research Fair: Descriptive Judging Rubric



Project Number						
CATEGORY	4	3	2	1	0	Comments:
Question or Problem	Original or innovative question or problem is stated which clearly describes what the student is attempting to investigate. <input type="checkbox"/>	Question or problem is stated that reasonably describes what the student is attempting to investigate. <input type="checkbox"/>	Question or problem is stated. However, what the student is attempting to investigate is somewhat confusing. <input type="checkbox"/>	Question or problem is stated. However it is not clear what the student is attempting to investigate. <input type="checkbox"/>	Question or problem is not stated. <input type="checkbox"/>	
Prediction	The prediction is clearly stated. It is well-supported by appropriate student prior knowledge of the question, issue, or problem. <input type="checkbox"/>	The prediction is reasonably stated. It is adequately supported by student prior knowledge of the question, issue, or problem. <input type="checkbox"/>	The prediction is present, but is inadequately supported by student prior knowledge of the question, issue, or problem. <input type="checkbox"/>	The prediction is present, but is not supported by student prior knowledge of the question, issue, or problem. <input type="checkbox"/>	The prediction is not present. <input type="checkbox"/>	
Procedure	The procedure clearly describes all of the steps, equipment, and tools, with enough detail that another scientist could easily repeat the investigation. <input type="checkbox"/>	The procedure clearly describes most of the steps, equipment, and tools, with enough detail that another scientist could repeat the investigation with some clarification. <input type="checkbox"/>	The procedure describes some of the steps, equipment, and tools, however another scientist would have difficulty repeating the investigation. <input type="checkbox"/>	The procedure is lacking significant steps, equipment, and tools, and another scientist would have great difficulty repeating the investigation. <input type="checkbox"/>	The procedure is not present. <input type="checkbox"/>	
Qualitative Data	Observational data are collected using simple equipment, and are well-communicated with descriptive words, numerals, labeled drawings, concept maps, etc. <input type="checkbox"/>	Observational data are collected using simple equipment, and are reasonably communicated with words, numerals, labeled drawings, concept maps, etc. <input type="checkbox"/>	Observational data are collected using simple equipment, and are communicated, but need clarification. <input type="checkbox"/>	Observational data are collected using simple equipment, but are not well-communicated. <input type="checkbox"/>	Observational data are not present. <input type="checkbox"/>	
Quantitative Data	Measurable data are collected using simple equipment, and are well-communicated with metric units, numerals, labeled drawings, concept maps, etc. <input type="checkbox"/>	Measurable data are collected using simple equipment, and are reasonably communicated with metric units, numerals, labeled drawings, concept maps, etc. <input type="checkbox"/>	Measurable data are collected using simple equipment, and are communicated, but need clarification. <input type="checkbox"/>	Measurable data are collected using simple equipment, but are not well-communicated. <input type="checkbox"/>	Measurable data are not present. <input type="checkbox"/>	
Pg. 1 Subtotal of Each Column	4 x <input type="checkbox"/> = _____	3 x <input type="checkbox"/> = _____	2 x <input type="checkbox"/> = _____	1 x <input type="checkbox"/> = _____	0	Page 1 Subtotal: _____

CATEGORY	4	3	2	1	0	Comments:
Data Analysis	Data are well-displayed in appropriate charts, graphs, or other technologically created graphics that are well-organized and labeled. <input type="checkbox"/>	Data are reasonably displayed in charts, graphs, or other technologically created graphics that are mostly organized and labeled. <input type="checkbox"/>	Data are somewhat displayed in charts, graphs, or other technologically created graphics, but clarification is needed. <input type="checkbox"/>	Data are attempted to be displayed, however, much clarification is needed. <input type="checkbox"/>	Data are not displayed. <input type="checkbox"/>	
Communication of Results	Results are clarified in written, diagrammatic, or picture format (based on grade of student) and clearly support or repudiate the prediction. <input type="checkbox"/>	Results are in written, diagrammatic, or picture format to support or repudiate the prediction, but some clarification is needed. <input type="checkbox"/>	Results are in written, diagrammatic, or picture format to support or repudiate the prediction, but much clarification is needed. <input type="checkbox"/>	Results are attempted in written, diagrammatic, or picture format, but they do not support or repudiate the prediction. <input type="checkbox"/>	Results are not communicated. <input type="checkbox"/>	
Conclusion	Well-crafted conclusion contains three parts: 1) a claim that supports or repudiates the prediction, 2) supporting evidence from data, 3) reasoning connecting the two. Includes new questions based on observation, and connections to real world applications. <input type="checkbox"/>	Conclusion contains three parts: 1) a claim that supports or repudiates the prediction, 2) supporting evidence from data, 3) reasoning connecting the two. Some clarification is needed. Includes new questions based on observation, and connections to real world applications. <input type="checkbox"/>	Conclusion contains only two of the three parts: 1) a claim that supports or repudiates the prediction, 2) supporting evidence from data, 3) reasoning connecting the two. New questions based on observation, or connections to real world applications are not included. <input type="checkbox"/>	Conclusion contains only one of the three parts: 1) a claim that supports or repudiates the prediction, 2) supporting evidence from data, 3) reasoning connecting the two. New questions based on observation, and connections to real world applications are not included. <input type="checkbox"/>	Conclusion is not present. <input type="checkbox"/>	
Student Journal	Presence of a well-organized student journal that provides a window into student thinking during the process of the investigation, such as pattern recognition, interpretation, and analysis. <input type="checkbox"/>	Presence of a student journal that provides a reasonable window into student thinking, and gives indication of pattern recognition, interpretation, and/or analysis. <input type="checkbox"/>	Presence of a somewhat organized student journal that provides some insight to student thinking. <input type="checkbox"/>	Presence of a disorganized student journal, and/or little to no insight to student thinking. <input type="checkbox"/>	Student journal is not present. <input type="checkbox"/>	
Pg. 2 Subtotal of Each Column	4 x <input type="checkbox"/> = _____	3 x <input type="checkbox"/> = _____	2 x <input type="checkbox"/> = _____	1 x <input type="checkbox"/> = _____	0	Page 2 Subtotal: _____

Page 1 Subtotal _____ + **Page 2 Subtotal** _____ = **Final Sum** _____ /36 = _____