Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Section: \_\_\_\_\_

**Science Fair Project Guidelines/Rubric**

\*Due\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. The following items must be present on your display board; they must be typed or neatly written.

1. **Title (DV vs. IV…or…The Effect of the IV on the DV…or… something creative)**
2. **Variables ( IV, DV, Constants, Control Group, Experimental Group)**
3. **Problem** (using the proper format! See LAB FORMAT sheet)
4. **Hypothesis** (If… then… because… statement)
5. **Materials** (list)
6. **Procedure** (a numbered list of EVERYTHING that you did; step by step)
7. **Observations** 
   1. List everything you observed during the experiment
   2. Graphs, data tables, charts etc.
   3. Explain in detail what you saw in a list format
   4. Pictures to show what you did and what happened
8. **Conclusion**-restate the hypothesis and explain if it was/was not supported, experimental errors, answer the experimental question
9. **Bibliography/Research/Acknowledgements**-where did you get your info from; who assisted you/ deserves acknowledgment
10. **Scientific Method/Thought**-show evidence of you using the scientific method
11. **Clarity**-make sure the project is neatly presented and easily understood from a distance of at least 2 feet; use labels
12. **Creativeness/Flash**-the project should be dynamic and attract attention

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Rubric Item** | **Attempted** | **Proficient** | **Exemplary** | **YOUR Points Earned** |
| Name and Section in Lower Left Corner | 1 | 2 | 3 |  |
| Title | 1 | 2 | 3 |  |
| Variables/Constants/Control/Experimental | 1 | 2 | 3 |  |
| Problem | 1 | 2 | 3 |  |
| Hypothesis | 1 | 2 | 3 |  |
| Materials | 1 | 2 | 3 |  |
| Procedure | 1 | 2 | 3 |  |
| Observations | 1 | 2 | 3 |  |
| Conclusion | 1 | 2 | 3 |  |
| Bibliography/Acknowledgements | 1 | 2 | 3 |  |
| Scientific Method | 1 | 2 | 3 |  |
| Clarity | 1 | 2 | 3 |  |
| Creativeness/Flash | 1 | 2 | 3 |  |
| **TOTAL: /39** | | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Grading Criteria** | **Attempted** | **Proficient** | **Exemplary** |
| **Name and Section in Lower Left Corner** | Listed but missing several items | Listed but missing some items | Full name and Section in Lower Left Corner |
| **Title** | Title is too small and does not describe the content well | Title can be read from 1 foot away and follows format | Title can be read from 2 feet away and follows format. |
| **Variables/Constants/Control/Experimental** | Listed but missing several items | Listed but missing some items | All variables clearly listed (independent, dependent, and Control) |
| **Problem**  Question  State the problem or question that you would like to answer | States the problem as a question that is vague, or as a statement, or addresses an issue to which the student already knows the answer. | States problem as a question, and while there is no evidence of connection to a specific interest or experience of the student, it appears to represent a genuine learning opportunity for the student. | States problem as a question provides evidence that it comes from the student’s personal interests or experiences, and represents a genuine learning opportunity for the student. |
| **Hypothesis**  Make a predication about what will happen, based on research and background knowledge | Hypothesis is either not testable or does not connect to the stated problem, or shows no connection to the research. | Hypothesis is brief and complete, testable, addresses the stated problem, and shows some connection to the research. | Hypothesis is brief and complete, testable, and clearly addresses the stated problem. Student shows a direct connection to their research. |
| **Materials**  List the materials you used | Listed but missing several items | Listed but missing some items | Full List of ALL materials used in the project |
| **Procedure**  List the steps in your procedure so that others can repeat your experiment. | Experimental design is not relevant to the hypothesis or the procedures outlined are seriously incomplete or not sequential. | Experimental design is adequate to test the hypothesis, but may leave some unanswered questions. Procedures are outlined in a step-by-step fashion, but there may be 1 or 2 gaps that require explanation. | Experimental design is a well-constructed test of the stated hypothesis. Procedures are outlined in a step-by-step fashion that could be followed by anyone without additional explanations. |
| **Observations/Results**  List what you observed in your experiment; graphs, charts, data tables; Pictures/Photos | Observations are lacking; no graphs or data tables; no photos | Observations are adequate; there is a numbered list of what was observed. Graphs and tables are included | Detailed observations list of everything that occurred throughout the process. Several professional graphs and data tables are present. Photos included in project |
| **Conclusions**  Analyze your data and summarize your findings. State how the results relate to the hypothesis | Conclusion does not answer the problem, or does not refer back to the hypothesis, or contradicts the evidence collected. | Conclusion answers the problem, states if the hypothesis was supported or rejected, and attempts to explain why. | Conclusion completely answers all aspects of the problem, states if the hypothesis was supported or rejected, and clearly cites evidence (numerical data if available) to explain why. |
| **Research**  Bibliography | Cites only one source. Or, the description of the research is incomplete, or has little or no connection to the problem, or is not written in the student’s own words. | Cites two or more sources from one or more types of resources (e.g., text, encyclopedia, businesses, magazines, catalogs, internet, or interviews). The student generally connects the research to their problem in their own words. | Cites two or more sources. Different types of sources are cited. The student clearly connects the research to their problem in their own words. |
| **Scientific Method** | No Evidence of Scientific method being used/followed | Scientific method played a role in your experiment but steps were skipped or incomplete | Scientific Method was followed throughout your experiment and is clearly visible |
| **Clarity**  Project is easy to understand and follow | Project is confusing to follow; Items not visible on project board | Project is somewhat confusing; some aspects are clear but the overall project lacks clarity; text cannot be read from more than 1 foot away | Project is clear and easy to understand what occurred; text is visible from 2 feet away |
| **Creativeness/Flash**  **/Professional/Neat** | Project has limited eye appeal or is not easily readable at approximately two feet distance. The project has limited organization, or contains confusing visuals, or contains major language or spelling errors | Project is appealing and readable at approximately 2 feet distance. It is organized and clear, uses understandable visuals and/or models, and contains few language and spelling errors. | Project is appealing and neat, and is readable at approximately 2 feet distance. It is well organized and clear, makes striking use of inventive or amusing visuals and/or models, and uses language and spelling flawlessly. |