

## Rubric for School Site Fair

	<b>Attempted 1</b>	<b>Proficient 3</b>	<b>Advanced Proficient 5</b>
<b>Problem</b> <i>(Double Points)</i> <b>(x2)</b>	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. Shows limited or no connection to a valid scientific or mathematical concept	States problem as a question, and represents a genuine learning opportunity for the student. Generally addresses a valid scientific or mathematical concept.	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. Specifically addresses a valid scientific or mathematical concept, or has a beneficial application to some aspect of society.
<b>Preliminary Research</b>	Uses limited sources from only one type of information resource (e.g., text, encyclopedia, businesses, magazines, catalogs, internet, or interviews), or uses some resources that are not reputable sources. Fails to mention what is already known about the problem, or material is copied rather than written in the student's own words.	Uses three or more reputable sources, cited correctly. Cites more than one type of information resource. Makes a general connection between the research and the problem in the student's own words.	Uses five or more reputable sources, cited correctly. Student cites at least four types of sources. Makes a clear connection between each source and the problem in their own words.
<b>Hypothesis</b>	Hypothesis is either not testable or does not connect to the stated problem, or shows no connection to the research.	Hypothesis is complete (in one sentence), testable, addresses the stated problem, and shows some connection to the research.	Hypothesis is complete (in one sentence) and is testable, and clearly addresses the stated problem. Student clearly shows a direct connection to their research.
<b>Procedure</b> <i>(Double Points)</i> <b>(x2)</b>	Survey questions are not relevant to the hypothesis, or ambiguous, or are biased (leading) questions. Or, the survey only samples a small number of people and makes no attempt to randomize the respondents. There is no intention to determine anything beyond the direct answers to the questions.	Survey questions are relevant to the hypothesis and unbiased. The procedure shows efforts to sample the largest number of people possible and seeks to randomize the respondents. There is no intention to determine anything beyond the direct answers to the questions.	Survey questions are relevant to the hypothesis and unbiased. The student clearly surveys the largest number of people possible and seeks to randomize the respondents. The survey is designed to determine something more than just answers to the individual questions.
<b>Results</b> <i>(Double Points)</i> <b>(x2)</b>	Fails to clearly summarize data from the survey or is displays it in only one way. Or, relationships, trends, and patterns are either not related to the problem or not evident at all. Does not make note of flaws or unexpected results, and does not make predictions about what might happen if part of the survey or the conditions of the survey were changed.	Summarizes data from the survey and visually displays it using at least two types of graphs and charts. Highlights trends or patterns relevant to the problem. May note flaws or unexpected results, but does not make reasonable predictions about what might happen if part of the survey or the conditions of the survey were changed.	Summarizes data from the survey and visually displays it using at least two well-chosen types of graphs and charts. Highlights trends or patterns relevant to the problem. Notes flaws or unexpected results (if any) and makes reasonable predictions about what might happen if part of the survey or the conditions of the survey were changed.
<b>Conclusions</b>	Conclusion does not answer the problem, or does not refer back to the hypothesis, or contradicts the evidence collected.	Conclusion answers the problem and states if the hypothesis was supported or rejected.	Conclusion completely answers all aspects of the problem. It also states if the hypothesis was supported or rejected, and explains why.
<b>Visual Quality of Display</b>	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.

# Scientific Survey

(7<sup>th</sup> Grade)  
 Judge's Score Sheet for  
 School Site Fairs

<b>Problem</b> <i>(Double Points)</i> <b>(x2)</b>																			
<b>Preliminary Research</b>																			
<b>Hypothesis</b>																			
<b>Procedure</b> <i>(Double Points)</i> <b>(x2)</b>																			
<b>Results</b> <i>(Double Points)</i> <b>(x2)</b>																			
<b>Conclusions</b>																			
<b>Visual Quality of Display</b>																			
<b>Total Score</b>																			
<b>Teacher:</b>																			
<b>Period:</b>																			
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**NOTES TO TEACHER:** For grading purposes, 5-10 pts = Not Proficient, 11-24 pts = Partially Proficient, 25-39 pts = Proficient, 40-50 pts = Advanced Proficient. Complete grading should also include other details not included here as Judging Criteria: for instance, written report details, completion of deadline tasks, display guidelines, model quality, etc.