**General Science Project Rubric**

**Audience**: Elementary students/Peers/Teacher/Website/Parents/Friends/ Science Fair? Who is your audience going to be?

**Big Question/Hypothesis/Critical Thinking Question** (4 marks): Develop a big question! What scientific question are you going to figure out? What do you want to know? Can you prove anything? Can you use the information in this project to develop a scientific experiment? What’s next for this topic (in the future)? Can you look for more to research?

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| Big Question | Does not Meet  1 pts | Partially Meets  2 pts | Meets Expectations  3 pts | Exceeds  4 pts |
| Use the scientific method to ask a an interesting question | Student does not show a good questioning process | Simple questioning. Not in Depth. Student show a question. | Good questioning. Student shows great questioning and tries to prove something. | Exceptional Questioning! Student shows great critical thinking – adds scientific experiments or new/other research. |

**Next Level of Learning/Higher level of Learning** (4 marks) Can complete all of the tasks but also take this project to another level? Add to the project!!! Can you research and present more? You could also add experiments.(Tests/Observations). What’s next for this topic (in the future)? Can you look for more to research?

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| Higher Learning | Does not Meet  1 pts | Partially Meets  2 pts | Meets Expectations  3 pts | Exceeds  4 pts |
| Critically think and show what you know! | Student does minimal and does not add to the basic components of this project. | Student attempts but does not provide insight for this topic | Student attempts to add to the project and show more than a basic understanding. | Student clearly demonstrates next level thinking. Critical thinking is clearly demonstrated. |

**Concluding Statement** (4 marks) You must have a strong concluding statement that answers the Big Question/Hypothesis! What did you learn while doing your research? – Name all relevant points! What’s next for this topic (in the future)? Can you look for more to research?

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| Conclusion | Does not Meet  1 pts | Partially Meets  2 pts | Meets Expectations  3 pts | Exceeds  4 pts |
| What have you learned? Explain results of your big question. | Student does not have a concluding statement. | Student has a weak concluding statement but d answer the big question. | Student has a good concluding statement that answers the big question. | Student clearly answers/explains the results of the hypothesis. Has shown that they have done extra research. |

Rubric: General Science Project

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|  | **Does Not Meet** **1 pts** | **Partially Meets** **2 pts** | **Meets Expectations** **3 pts** | **Exceeds** **4 pts** |  |
| **Content**  Wikipedia is not all-knowing! In fact, if Wikipedia is your only source, then you're in trouble! | Does Not Meet  Contains mostly incorrect information. | Partially Meets  Contains some correct information, content comes mostly from textbook. | Meets Expectations  All information is correct, some content comes from textbook, but is mostly from sources. | Exceeds  All information is correct, including info not covered in class. Project contains some content from class, but most from other sources. |  |
| **Clarity**  Easy to understand... A baby could do it... er, well, your peers could get it! | Does Not Meet  Information is not clearly worded, poor or missing descriptions. Students would not understand subject, even with in-class knowledge. | Partially Meets  Some parts are clear, others are not, same with descriptions. Students would find it hard understanding concepts, even with in-class knowledge. | Meets Expectations  Clear wording, good descriptions. Students would understand with in-class knowledge. | Exceeds  Exceptional wording, great descriptions. Students would understand with little to no previous knowledge. |  |
| **Time Management**  Use it wisely... I'm watching you! | Does Not Meet  Time was not well-managed. Distractions were frequent and student was unable to redirect themselves. | Partially Meets  Some of the time was managed well, but distractions occurred often. Student had a difficult time redirecting themselves & getting back on task. | Meets Expectations  Most of the time was managed well, but distractions occurred now and then. Student was able to refocus well. | Exceeds  Time was managed well and student was always on task. When distractions occurred, student refocused quickly. |  |
| **Creativity**  Make the project your own! You don't have to be Van Gogh, but you do have to be original! | Does Not Meet  No evidence of original thinking. | Partially Meets  Some evidence of original thinking. | Meets Expectations  Unique idea that is eye-catching and utilizes specific talents. | Exceeds  Excellent incorporation of multiple ideas. Original and broad use of media that is eye-catching. |  |
| **Presentation**  Show us what you've got! Do it in a unique way!  **Peer-Evaluation** Did you put in 100% of effort in this project compared to your group members?  **Self-Evaluation**  What do you think your should get compared to your group members? | Does Not Meet  Presentation is short, lacks organization.  65%  Name:  Name:  Name:  Name:  65% | Partially Meets  Presents project, but has poor organization or lacks parts.  75%  75% | Meets Expectations  Introduces their project, demonstrates it, and has conclusion.  85%  85% | Exceeds  Same as Meets, but with that little extra... distinctive, dramatic, or unusual.  100%  100% |  |

\*\*Do something that interests YOU!\*\*

Some questions to ask yourself when coming up with a projects problem could include:

1. Is this object/product the best it could be? Could I improve it?

2. I’m curious about the science behind [my favorite activity, sport, exc…]

3. Which object/product is most efficient?

4. Why does this happen?

5. How does that happen?

6. How often does this happen?

\*\*QUESTION EVERYTHING!\*\* The world is an incredible place and if don’t question it and explore we may never unleash it’s full potential… it could also make for a pretty cool science fair project!

One of the easiest mistakes a scientist like yourself to make is to not set up your project properly on the backboard! Here's a simple diagram to help you out.

