



**Perry Hill Science Fair
Rubric for Experiments**

Project #

Name(s):

Grade:

Teacher:

Project Title

Experimental Design

	2 pts.	1 pt.	0 pt.
Problem/Question	Problem/question is stated in clear, concise language that leaves little doubt as to what is being tested.	Problem/question is unclear. Audience may not immediately understand the purpose of the project	No problem/question is evident.
Hypothesis	Clearly states hypothesis and gives reasons that support the prediction.	States hypothesis without support	No hypothesis is evident.
Procedure	Experiment could be easily repeated because student has provided precise, clear, easy to follow instructions.	Experiment may be difficult to repeat because elements of the procedure are unclear or omitted.	No procedure is evident.
Variable Control	Controls all variables.	Controls most variables.	No control of variables.
Sample Size	Collected enough data to support a conclusion (large sample or numerous trials).	A larger sample size or repeated trials may be needed to support a conclusion.	No data is collected.
Data Presentation	Data is organized into graphs or charts. Graphs/charts allow for easy interpretation of the data.	Data is organized into graphs or charts. Problems with the graphs/charts make interpretation of data difficult.	No graphs or charts evident.
Conclusion	Conclusion is stated in clear, concise language and is supported by the data.	Conclusion is unclear or is unsupported by the data.	No conclusion is evident.

Total Points

Experimental design

Display Board

	3 Points	2 Points	1 Point	0 points
Visual Appeal	Display catches audience's attention. It is neat and easy to follow.	Display is neat and easy to follow.	Display is messy and appears rushed. May be difficult to follow.	No display board
Completeness	All steps of the scientific method are represented on the board (question, hypothesis, procedure, data, and conclusion).	All but one step of the scientific method is represented on the board.	More than one step of the scientific method is missing from the board	No display board
Language Usage	No spelling, punctuation, or grammar errors on the display board.	Few spelling, punctuation, or grammar errors on the display board	Several spelling, punctuation, or grammar errors on the display board	No display board

Total Points

Visual Display

Research Report

	3 points	2 Points	1 Point	0 points
Content	Extensive research – provides background information about topic (history, real life applications, definition of terms, explanation of scientific concepts, etc.)	Some research – one or more areas that could be explored further.	Little research and/or restates the experimental design providing the same information that is on the display board.	No research report
Use of Resources	Student uses one or more resources and rewrites and summarizes the information in his/her own words	Effort is made to summarize and rewrite information in own words, but some info appears to be copied directly from reference material.	Not enough research to determine if resources were used properly. OR....Large portions of the report appear to be copied directly from reference material with little effort to summarize or rewrite.	No research report
Language Usage	Report is easy to read because it is neat, organized, and contains few spelling, punctuation, or grammar errors.	Report contains some errors in spelling, punctuation, or grammar, but is well organized.	Not enough research to evaluate proper language usage. OR....Report is difficult to read because of problems with neatness, organization, spelling, punctuation, or grammar.	No research report

Total Points

Research Report

Oral Presentation

	3 points	2 points	1 point	0 points
Knowledge	There is evidence of preparation. Presentation flows logically. Answers all questions.	Presents project clearly, but some prompting from judge needed for full presentation. Answered most questions.	Presentation is confused and/or student has difficulty answering questions.	No oral presentation.
Presentation Skills	Student speaks clearly, makes eye contact, is confident and enthusiastic.	Student demonstrates 3 out of 4 mannerisms (speaks clearly, makes eye contact, is confident and enthusiastic).	Student demonstrates 2 out of 4 mannerisms (speaks clearly, makes eye contact, is confident and enthusiastic).	No oral presentation.

Total Points

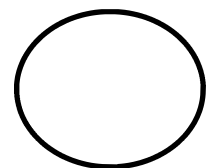
Oral Presentation

Judge's Comments:

Judges Initials:

Ribbon Earned (Please mark)

1st	2nd	3rd
Blue	Red	White
35-38	31-34	0-30



Project Score (Max. 38)