

## Moscow Elementary Schools Science Fair Fifth Grade Judging Rubric

|                       | 1 pt.   | 2 pts.   | 3 pts.   | 4 pts.  | 5 pts.  | Score      |
|-----------------------|---|--|--|---|---|------------|
| Research Question     | Missing a research question.  | Incomplete question or question not well suited for scientific investigation.              | Identified a complete question in a suitable subject area. Familiar research subject.  | Clearly testable scientific question in a suitable subject. Interesting research subject.                                   | Clear scientific question with a specific purpose that could be investigated using the complete scientific method. Unique research subject.             |            |
| Background Research   | No evidence of prior research.                                      | Limited materials used in research. Research itself is limited.                            | Limited material used in research, but research is much more extensive.  | Used at least two different sources of material.  | Well researched using at least two sources. Bibliography included.  |            |
| Hypothesis/Prediction | Missing.  | Has a hypothesis but does not apply to the research question.                              | Has a hypothesis that answers the research question, but no explanation of why that prediction was made.                     | Has a hypothesis that answers the research question and includes an explanation of why that prediction was made.            | Has a well-thought-out hypothesis which answers the research question and includes an impressive explanation of why that prediction was made.           |            |
| Procedure             | No procedure.   | Incomplete procedure. Missing important steps.   | Mostly complete procedure with little attention to the details of the experiment.  | Complete procedure.   | Completed procedure outlined in step-by-step fashion. A strong understanding of the project is evident in the procedure.                                |            |
| Results               | No results. No explanation.   | Results presented in a disorganized manner. Poor or no use of pictures, graphs, or tables. | Organized and complete results with minimal pictures, tables, and graphs.  | Organized and complete results with thoughtful inclusion of pictures, tables, and graphs.                                   | Completed results with clear colorful pictures, data tables, and graphs, which support the explanation of the results of the research.                  |            |
| Conclusion            | No conclusion.  | Conclusion not related to the research question. Contains no reference to the hypothesis.  | Conclusion is related to the research question. Provides a summary of the findings, but does not tie back to the hypothesis. | Conclusion is related to the research question. Provides a good summary of the findings and relates back to the hypothesis. | Conclusion is related to both the research question and the hypothesis. Shows what has been learned and indicates predictions and/or further questions. |            |
| Display               | No display or very confusing display.                               | Display is messy and disorganized.   | Display is organized and relatively easy to understand.  | Display is neat, easy to read. Pictures, graphs, or charts enhance the display.   | Display is exceptionally well developed and visually appealing. Easy to follow by anyone.   |            |
| Presentation          | Presentation confusing. Little effort on the part of the student.   | Partially explained the experiment. Explanation doesn't fit purpose.                       | Explained experiment. Explanation fits the purpose.  | Experiment well explained.  | Explained experiment clearly. Showed knowledge and interest in the experiment above and beyond average.   |            |
| Skill                 | Incomplete project. Significant help obvious.                       | Partial understanding of project and/or significant help obvious.                          | Adequate understanding of the project. Mostly individual work.   | Complete understanding of the project. Mostly individual work.  | Exceptional project which is completely the student's own work.   |            |
| Creativity            | Lacking creativity. A commonly used project idea with no variation. | A commonly used project idea with some new ideas.  | A relatively unique idea with a standard design.   | Demonstrated ingenuity in the idea and design.  | Demonstrated original or innovative approach and design.  |            |
| <b>TOTAL</b>          |   |  |  |   |   | <b>/50</b> |

# Science Fair

## 5<sup>th</sup> Grade Evaluation Form Moscow Elementary Schools



|                |         |
|----------------|---------|
| Student Name:  | School: |
| Project Title: |         |

**Total Score** \_\_\_\_\_

**One suggestion for your project:**

**Something that especially caught my attention about your project:**

