

Name _____

Science Fair Grading Criteria 100 points

	Possible Points	Self Evaluation	Teacher Evaluation
<p>Scientific journal (10 pts):</p> <ul style="list-style-type: none"> • Contains all research notes with sources identified, along with drawings and pictures with captions where appropriate (If notes are printed off computer they should be pasted in journal and dated) 5 • Contains interesting observations made during the experiment 2 • All data is handwritten into data table in journal 2 • Every entry into Journal is dated 1 			
<p>Written Work: (25pts)</p> <ul style="list-style-type: none"> • <i>Scientific Question-</i> <ul style="list-style-type: none"> - Specific, measurable, asks what affect something has on something else (Unless another variation was approved) 1 • <i>Introduction</i> 8 <ul style="list-style-type: none"> - Introduces the topic of the project and explains the value of it (why should the audience care?) - Describes any previous studies relevant to your topic - Explains what will be tested - Explains how the question will be tested - No personal pronouns (I, me, we) 			

Name

	Possible Points	Self Evaluation	Teacher Evaluation
Written Work (Continued...)			
<ul style="list-style-type: none">• <i>Experimental Setup</i><ul style="list-style-type: none">- Dependent variable, independent variable, control variables, experimental group (if appropriate), and control group (if appropriate) are clearly identified in a table titled “Experimental Set Up”	1		
<ul style="list-style-type: none">• <i>Hypothesis</i><ul style="list-style-type: none">- Written as a statement that predicts the outcome of the experiments- No personal pronouns used and no I think statement- Mentions both the dependent and independent variables	1		
<ul style="list-style-type: none">• <i>Materials and Procedure (Methods)</i><ul style="list-style-type: none">- Written in past tense paragraph form- Descriptions are concise but specific and detailed enough that a peer could reproduce the results of the experiment exactly- No pronouns (he, she, it), or ambiguous language (about, almost)	4		
<ul style="list-style-type: none">• <i>Data table(s) (not the one in your journal) If there is no room on your poster board or if you generated a lot of data due to your particular scientific question, you may have the data tables placed on the table in front of your poster at the science fair)</i><ul style="list-style-type: none">- They are computer generated (this is a requirement) and contain captions describing them- Properly titled and with units labeled- Data demonstrates precision of experiment- Data from all repeat trials is included- Data includes photos when necessary for data collection along with captions. (For instance, if you are looking at the effect of acid rain on corn root growth, you would need to accompany numerical data with photos of the roots from both the control and experimental groups)	2		

Name

	Possible Points	Self Evaluation	Teacher Evaluation
Written Work (Continued...)			
<ul style="list-style-type: none">• <i>Graphing and Analysis</i><ul style="list-style-type: none">- Graphs are computer generated (this is a requirement)- Captions describe the general trends seen in the graphs and discuss how they relate to the hypothesis. They also comment on any anomalies or other interesting ideas suggested by the data	4		
<ul style="list-style-type: none">• <i>Conclusion</i><ul style="list-style-type: none">- Tells exactly what happened in the experiment (give numbers if appropriate) and whether or not the results support the hypothesis- Discusses data to explain why you think you got the results you did- Discusses what went well in the project and what could have been better- If there were issues with any part of the experiment, suggestions for changes to the process/procedure are made here- Suggests other experiments for further exploration- Discusses the usefulness of your discoveries (real world application)- No personal pronouns are used (I, me, we etc.)	8		
<ul style="list-style-type: none">• <i>Citations</i> (note: project must have citations to be graded)<ul style="list-style-type: none">- Citations are properly noted throughout (you may use parenthetical citations as you have learned in social studies, or footnotes/endnotes)	2		
<ul style="list-style-type: none">• <i>Writing and Grammar</i><ul style="list-style-type: none">- Writing flows nicely, no personal pronouns are used (I, me, we etc.)- All written work contains proper spelling, punctuation, capitalization, and sentence structure	4		

Name

	Possible Points	Self Evaluation	Teacher Evaluation
Process: (35 pts) –			
<ul style="list-style-type: none">• Student had a positive attitude throughout the project and was open to changing direction when necessary	5		
<ul style="list-style-type: none">• Student accepted and responded to feedback	4		
<ul style="list-style-type: none">• Student stayed focused on work during class and did not distract others	5		
<ul style="list-style-type: none">• Materials needed for experiment were kept organized in the classroom and put neatly away when class was finished, experimental space was cleaned up before next class	2		
<ul style="list-style-type: none">• Work was completed outside of school when necessary	2		
<ul style="list-style-type: none">• Student edited own work. Everything was proof-read and corrections were made to the best of their ability before any pieces were handed in for assistance	4		
<ul style="list-style-type: none">• Student demonstrated a growing understanding of the project and the concepts involved throughout the duration of the investigation	4		
<ul style="list-style-type: none">• Student demonstrated a growing understanding of the scientific method throughout the duration of the investigation	4		
<ul style="list-style-type: none">• Experiment was carried out with care and attention to detail, the results demonstrate precision. Workmanship of any model, experimental materials, or other construction was neat and well done	3		
<ul style="list-style-type: none">• Student used creative solutions to solve problems that arose in the project	2		

Name _____

	Possible Points	Self Evaluation	Teacher Evaluation
<p>Display: (10pts)</p> <ul style="list-style-type: none"> • Stands up on its own, has relevant title that can be seen from a distance, title is neat and oriented appropriately • Font style is easily read at 3 feet away from the display • Poster is well organized and self-explanatory. It can easily be read like a newspaper- starting with the scientific question in the upper part of the left panel, moving down the panel then over to the top of the next panel, and finishing with the conclusion and sources/endnotes on the lower right panel (See the Sample Display Layout sheet). • Visually attractive-appropriate color scheme, edges are neat where cuts were made (use the paper cutters), things are glued on level and strait • Contains all pieces of the written work (remember data tables can be displayed on the table in front of your poster). Captions describe all diagrams, pictures, data tables and graphs 	<p>2</p> <p>1</p> <p>2</p> <p>2</p> <p>3</p>		
<p>Interview/presentation: (10 pts)</p> <ul style="list-style-type: none"> • Student speaks and presents information clearly and accurately. • If project is a team effort, the student participates in the interview process equally and gives partner space to talk (in other words the student does not talk over or continually interrupt partner. (Note: a student will not be penalized for taking on the majority of the presentation if it is clear that this is due to the partner being ill prepared or unwilling to speak) 	<p>5</p> <p>2</p>		

