

Science EXPO Project Scoring Rubric

5th

NAME _____

TEACHER _____

Science EALRs	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Display Board to EXPO Format Guidelines 2.1.5	Has a display board, but does not give any information about what the project is about.	Gives little information, <u>some parts missing or items not securely attached, not displayed according to EXPO format</u>	Most Information posted in an organized or understandable <u>arrangement of display according to EXPO format.</u>	All information required on the board in an organized and <u>understandable display according to EXPO format.</u>	
Presentation 2.1.5	Did not present project to anyone. NC	Answered questions during EXPO presentation. C-	Presented an understanding of the display, tests and results. C	Clearly presented a complete understanding of the project, display and test results. C+	Credit /No-Credit - +
Research and Bibliography 2.2.1 2.2.4 3.1.1 3.2.2	Does not tell where information for this project came from.	Partial list of names for people, books, and websites where information was obtained.	Lists all books, Internet sites, people and printed matter used for this project posted on board.	Lists all books, Internet sites, and sources in bibliographical format and posted on board.	* See notes for younger grades.
Question and Hypothesis 2.1.1 2.2.5 3.1.2	No Question	Has a question or hypothesis <u>somewhat</u> related to the project.	Asks a question or states a hypothesis with direct testing methods for this project.	<u>Developed and designed</u> by the student from his/her own environment. Question and hypothesis directly addresses project's testing.	

Securely staple or tape this sheet to the back of your EXPO project.

Science EXPO Rubric

Procedures for Testing and Safety 2.1.2 3.1.2	Not sequential, most steps missing or confusing. No safety procedures	Some of the steps are understandable; most are confusing and lack safety procedures.	Most of the steps are understandable; <u>Must include Safety Procedures</u>	Steps are sequential, logical & adequately detailed. <u>Complete Safety Procedures</u>	
Data table or Graph and Test Results 2.2.1 2.2.2	No data or test results.	Incomplete, some inaccuracies and/or illegible graphs or tables.	Contains data & test results, and shows them in graphs or tables.	Complete test results, data table or graph accurate and neatly printed all provided.	
Conclusion and New Questions 2.1.3 2.2.3 2.2.5	No conclusions or new questions.	Displays an illogical explanation for findings and addresses a <u>few</u> of the project's tests.	Displays a logical explanation for findings and addresses <u>most</u> of the tests in the project. Includes new questions.	Displays a logical explanation for findings and addresses <u>all</u> of the tests used in the project and includes new questions.	
Grammar & Spelling	Frequent grammar and/or spelling errors.	More than <u>ten</u> spelling and grammar errors.	More than <u>five</u> spelling and grammar errors.	<u>All</u> grammar and spelling are correct.	
Graphic Display of Information	Illegible writing, pieces not well secured onto display board.	Legible writing, some ill-formed letters, display items are loose or items not functioning.	Legible writing, well-formed characters clean and neatly arranged, all items secure & functioning.	Outstanding Graphics, Artistically presented, all items secure, functioning and <u>Project Specific.</u>	
Due Date	April 3 (late)	March 31 (late)	March 30	March 30	
				Total	

I (print your name) _____ declare that this project is my own work created for the 2006 Sunrise Science Exposition.

Signed: _____

Science EXPO Rubric

This page is an explanation of rubric items for publication only.

1st column: Washington State Science EALRs (Essential Academic Learning Requirements for Science) for Inquiry. This project meets academic standards teachers must meet for their GREs (Grade Level Expectations).

Scoring: 1-2-3-4: This corresponds with the student's report card scoring system for science.

This project and assessment is specifically designed to examine the student's understanding of the INQUIRY process of science – not any content area.

The rubric is used as an introductory piece for the Expo, working guide for the project and checklist at the completion of the project for the student and then as a grading tool for the teacher at the completion of the Expo.

NO RIBBONS or PRIZES are offered at the Expo. Student grades are private as the teacher returns the boards to the students after the public viewing of the projects and grades are recorded.

Grading is quick and quite enjoyable – my favorite part of this project is the time I get to be in the room with them alone so I can relish the creativity and obvious excitement of viewing their “hands-on, minds-on” science. They are so proud of their findings, their own data and “legal” experimentation. This is where I get to see their true science personalities.

For younger classes I change the item “Research and Bibliography” to “How I came up with this Question.”

The first year was an adjustment and took more time to prepare both students and parents. The following years build on each other because the students have seen how an expo works and usually have ideas already in mind. My hope is that they use their new found confidence in the process to do mini-experiments all summer. I offer extra points if students bring me a science journal or documentation of individual projects all year.

Signed: _____