Figure 3: Rubric

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|  | Limited  (2) | Developing  (4) | Proficient  (6) | Accomplished  (8) | Multiplier | Score |
| Introduction | Introduction lacks detail and does not adequately describe task or grab the attention of the reader. | Introduction is mostly detailed and attempts to grab the attention of reader. States a focused description of the task. | Introduction is detailed and grabs the attention of reader. States a focused description of the task. |  | X 1 |  |
| Hypotheses | May not cover a wide range of topics.  Hypotheses may not be written with a possible explanation. | Questions may or may not cover a wide range of topics.  Most hypotheses are written with a possible explanation. | Questions may or may not cover a wide range of topics.  Some hypotheses may not be written with a possible explanation. | Questions cover a wide range of topics.  All hypotheses are written with a possible explanation (could use if..then..will occur). | X 1 |  |
| Procedure | Procedure is present but lacks cohesive formatting and detail. Demonstrates minimal effort and hard to follow. | Adequate procedure. Procedure is present but lacks cohesive format or detail. Experiments would be hard to duplicate. | Procedure is stated and could be duplicated given some effort. The procedure is adequate and detailed. | Orderly and coherent steps of the procedure are provided. The methodology could easily be duplicated. | X 1 |  |
| Scientific Method | Experiments are conducted with little regard to the scientific method and may have two or more errors that impact the experiment’s overall results such as not controlling variables, or needing a greater number of trials. | Experiments are conducted with some regard to the scientific method but may have one or two errors that impact the experiment’s overall results such as not controlling variables, or needing a greater number of trials. | Experiments are conducted with regard to the scientific method but may have one or two minor errors that do not impact the experiment’s overall results such as not controlling variables, or needing a greater number of trials. | Experiments are conducted flawlessly with regard to the usage of the scientific method. Evidence showing that variables are used correctly including control variables is apparent. | X 2 |  |
| Data | Little quantitative or qualitative data is provided. Missing tables and graphs and may be in the wrong format. Does not provide statistical analysis. | Results lack coherence and tend to be unorganized. Graphs/tables are present but there could be more. Provides little statistical analysis. | Graphs and tables are done correctly. Could include more statistical analysis or detail but overall does a nice job portraying data collected. | Graphs and tables expertly done; written thoroughly and precise. Quantitative and qualitative data is provided. Includes titles, statistical analysis, and is easy to read. | X 2 |  |
| Conclusion | May not explain connections to hypotheses. May or may not explain what would make for the perfect flip and does not provide adequate supporting detail. | May explain connections to hypotheses and uses some data for support. May not explain what would make for the perfect flip or may not include adequate evidence. | Explains connections to hypotheses and provides a discussion of the data. References to data are made for support. Explains what would make for the perfect flip. | Results explain connections to hypotheses and provide a detailed discussion of the data. Many references to data are made for support. Thoroughly explains what would make for the perfect flip. | X 2 |  |
| Reflection | Does not answer all questions asked in directions. Needs more detail to adequately support answers. | Provides a discussion that may be missing one of the following: reliability, error sources, improvement suggestions, areas of strength, and take-away lessons. More details needed. | Provides a discussion that explains reliability, error sources, improvement suggestions, areas of strength, and take-away lessons. Could be more detailed. | Detailed discussion that explains reliability, error sources, improvement suggestions, areas of strength, and take-away lessons. | X 2 |  |
| Format | Report is lacking in organization/format and may be missing required headings. | Report is mostly correct in organization and formatting with required headings. | Report is neatly organized and is in the correct format with required headings. |  | X 1 |  |
| Mechanics | Numerous errors in grammar, spelling, and punctuation that limit understanding. | Frequent errors related to grammar, spelling, and punctuation that limit understanding. | Some errors related to grammar, spelling and punctuation but does not limitunderstanding. | Report exhibits correct grammar, spelling, and punctuation. | X 1 |  |
| Total |  |  |  |  |  |  |