

# Hilldale School Science Fair Project Rubric

## Third Grade Science Fair Rubric

Student Name: \_\_\_\_\_

Science Fair Topic/Title: \_\_\_\_\_

Grade earned: \_\_\_\_\_

	<b>A</b>	<b>B</b>	<b>C</b>	<b>N</b>
<b>CONTENT</b>	<p><b>Contains all required sections in clear, concise language (see the Instructions Packet for more details):</b></p> <ul style="list-style-type: none"> <li>· Purpose (question)</li> <li>· Background/ Research</li> <li>· Hypothesis (If...Then)</li> <li>· Materials and Procedures</li> <li>· Data (pictures, diagrams, data tables, journals, recorded observations)</li> <li>· Results (graphs, charts, and explanation of what you observed and how it makes sense)</li> <li>· Conclusion (was your hypothesis correct? Why? Why is your experiment important?)</li> </ul>	<p><b>Missing very few components in the following sections or the information is mostly clear and concise:</b></p> <ul style="list-style-type: none"> <li>· Purpose (question)</li> <li>· Background/ Research</li> <li>· Hypothesis (If...Then)</li> <li>· Materials and Procedures</li> <li>· Data (pictures, diagrams, data tables, journals, recorded observations)</li> <li>· Results (graphs, charts, and explanation of what you observed and how it makes sense)</li> <li>· Conclusion (was your hypothesis correct? Why? Why is your experiment important?)</li> </ul>	<p><b>Missing some components in the following sections or the information is not clear and concise:</b></p> <ul style="list-style-type: none"> <li>· Purpose (question)</li> <li>· Background/ Research</li> <li>· Hypothesis (If...Then)</li> <li>· Materials and Procedures</li> <li>· Data (pictures, diagrams, data tables, journals, recorded observations)</li> <li>· Results (graphs, charts, and explanation of what you observed and how it makes sense)</li> <li>· Conclusion (was your hypothesis correct? Why? Why is your experiment important?)</li> </ul>	<p><b>Missing many components in the following sections and the information is not clear and concise:</b></p> <ul style="list-style-type: none"> <li>· Purpose (question)</li> <li>· Background/ Research</li> <li>· Hypothesis (If...Then)</li> <li>· Materials and Procedures</li> <li>· Data (pictures, diagrams, data tables, journals, recorded observations)</li> <li>· Results (graphs, charts, and explanation of what you observed and how it makes sense)</li> <li>· Conclusion (was your hypothesis correct? Why? Why is your experiment important?)</li> </ul>
	<b>A</b>	<b>B</b>	<b>C</b>	<b>N</b>
<b>DATA and VISUALS</b>	Data is clearly and neatly displayed with pictures and visual components. Visuals relate to topic, are large enough to see, and have captions and labels.	Data is mostly clear or neatly displayed; it does not contain enough visual components. Visuals do relate to topic, but aren't large enough, or are lacking captions and labels.	Data is either not clear or not neatly displayed; it does not contain enough visual components. Visuals do relate to topic, but aren't large enough, or are lacking captions and labels.	Data is neither clear nor neatly displayed with enough visual components. Visuals don't relate to topic, and aren't large enough, or are lacking captions and labels.
<b>NEATNESS and ORGANIZATION</b>	Project is neatly done; it is creative and organized; a great deal of attention is paid to detail; writing or word processing is neatly done; pen, markers, and rulers are used.	Project is mostly neatly done; some attention is paid to detail; crooked writing, pencil and erasure markings are somewhat noticeable.	Project is somewhat neatly done; some attention is paid to detail; crooked writing, pencil and erasure markings are noticeable.	Project is done in a messy and careless manner; little attention is paid to detail; crooked writing, done in pencil.
<b>WRITING</b>	Project is well-written; focused and on-topic; uses good grammar, spelling, and punctuation; uses good sentence structure; clear evidence of proofreading and editing.	Parts of project are a little difficult to understand; writing is mostly focused on the topic; may be difficult to follow because of sentence and paragraph structure; some evidence of proofreading and editing.	Parts of project are difficult to understand; writing is not completely focused on the topic; difficult to follow because of sentence and paragraph structure; some evidence of proofreading and editing.	Project is poorly written and difficult to understand; writing is unfocused and off topic; grammar is poor; many punctuation, grammatical, and spelling errors; little evidence of proofreading and editing.
<b>ORAL PRESENTATION</b>	Oral presentation demonstrates a thorough knowledge of the topic.	Oral presentation demonstrates a mostly thorough knowledge of the topic.	Oral presentation demonstrates a fair knowledge of the topic.	Oral presentation demonstrates a poor knowledge of the topic.