

**Rubric for Science Project Logbook – The logbook is worth 20% of your science project grade.**

<b><u>Due Date</u></b>	<b><u>Part of the Project that is Due</u></b>	<b><u>Explanation</u></b>	<b><u>Points</u></b>	<b><u>Score</u></b>
<b>Monday, December 12</b>	<ul style="list-style-type: none"> <li>✎ Project Topic Paper*</li> <li>✎ Research about your topic – you must have at least 5 facts/pieces of information about your topic *</li> <li>✎ Your topic in question form *</li> <li>✎ Your hypothesis *</li> <li>✎ List of materials you'll use *</li> </ul>	<p>Your project topic must be signed by your parent/guardian</p> <p>Example of research – (Bubble gum) – What is it made of? What is its history? How was it invented?</p> <p>Very Simple – but be specific for your list of materials – think about all areas of your project.</p>	<p>1 – point for signed paper</p> <p>5 – points for research</p> <p>1 – point for topic in question form</p> <p>1 – point for hypothesis</p> <p>1 – point for materials</p>	
<b>Monday, December 19</b>	<ul style="list-style-type: none"> <li>✎ Specific (step by step) description of your experiment *</li> <li>✎ Design/draw a chart or a table for collecting your data</li> </ul>	<p>Include variable, control, and step by step what you are going to do.</p> <p>Make a blank chart or table in your logbook to collect your data</p>	<p>2 – points for step by step</p> <p>1 – point for making chart</p>	
<b>Tuesday, January 17</b>	<ul style="list-style-type: none"> <li>✎ You must have completed your experiment by this date and have some data and observations from your experiment *</li> </ul>	<p>Remember to test your experiment more than once. Think of different ways to put your data together – tables, pie chart, bar graph, line graph, chart, pictures, etc.</p>	<p>3 – points for data you have collected</p>	
<b>Monday, January 23</b>	<ul style="list-style-type: none"> <li>✎ Draft of conclusion* (use the form in your packet to help)</li> </ul>	<p>Using your data and hypothesis to write a summary of your project</p> <p>You do not have to do your final copy but I want to proofread your information.</p>	<p>1 – point for conclusion</p>	
<b>Monday, January 30</b>	<ul style="list-style-type: none"> <li>✎ Draft of abstract* (use the form in your packet to help)</li> </ul>	<p>Using your data and hypothesis to write a summary of your project</p> <p>You do not have to do your final copy but I want to proofread your information.</p>	<p>2 – points for abstract</p>	
<b>Wednesday, February 1 to Friday, February 3</b>	<ul style="list-style-type: none"> <li>✎ Getting information for your report*</li> <li>✎ Final review &amp; questions *</li> <li>✎ Discussion &amp; ideas about your display board *</li> <li>✎ Typing material for board and report*</li> <li>✎ We will be doing this in class</li> </ul>	<p>I will discuss any last minute problems and show you some ideas for setting up your display board.</p>	<p>2 – points for work in class</p>	
<b>Thursday, February 9</b>	<ul style="list-style-type: none"> <li>✎ <b>Completed project due</b></li> </ul>	<b>Turn in completed logbook</b>	<b>Total – 20 points</b>	

**Rubric for Science Project Display Board – The board is worth 70% of your science project grade.**

	<b>10</b>	<b>8</b>	<b>6</b>	<b>4</b>	<b>2</b>	<b>Score</b>
<b><u>Title/ Problem/ Hypothesis</u></b>	Title is large, clear, and easy to read. Problem can be investigated and is interesting; it is clear and concise and is in question form. Hypothesis is an educated guess and is strongly supported.	Title is large, clear, and easy to read. Problem can be investigated and is interesting; it is understandable and in question form. Hypothesis is an educated guess supported by some details.	Title is clear but too small or too large. Problem can be investigated; it is understandable and in question form. Hypothesis is an educated guess supported by no details.	Title is too small or too large and difficult to understand. Problem is a question that can be investigated, but it is very broad. Hypothesis is a guess with nothing to back it up.	No title. Problem is not in a question or it can not be investigated. Hypothesis unclear.	
<b><u>Procedure/ Experiment</u></b>	Procedures/ experiments were outlined in a step-by-step fashion that could be followed by anyone without additional explanations. The variables and control were clearly defined and easily interpreted.	Procedures/ experiments were outlined in a step-by-step fashion that could be followed by anyone without additional explanations. The variables and control were easily identified.	Procedures/ experiments were outlined in a step-by-step fashion, but had 1 or 2 gaps that required explanation. The variables and control were found but not completely clear.	Procedures/ experiment were outline in a step-by-step fashion, but had 3 or more gaps that required explanation. Could not identify the variables and/or control, without explanation.	Procedures/ experiment outline was incomplete and not sequential. No variables and/or control were identified.	
<b><u>Data/ Observations</u></b>	Data was collected several times.	Data was collected more then one time.	Data was collected more then one time.	Data was collected only once.	Data was collected only once and there was no clear indication of the results.	
<b><u>Charts &amp; Graphs</u></b>	Provided an accurate, easy-to-follow diagram/chart with clear and correct labels.	Provided an accurate diagram/chart with correct labels.	Provided an easy-to-follow diagram/chart with confusing labels	Did not provide a diagram/chart or it was incomplete.	Did not provide a diagram/chart or it was incomplete with no labels.	
<b><u>Conclusion</u></b>	Student provided a detailed conclusion clearly based on the data, related findings, and incorporated the hypothesis.	Student provided a somewhat detailed conclusion clearly based on the data and related to the hypothesis statement.	Student provided a conclusion with some reference to the data and the hypothesis statement.	Student provided a conclusion with some reference to the data but no mention to the hypothesis.	No conclusion was apparent.	
<b><u>Abstract</u></b>	It is a concise summary of the project. The purpose, procedure, data, and conclusion are clearly defined. It is located in the lower right hand corner of the board.	A summary of the project with the purpose, procedure, data, and conclusion all included. It is located in the lower right hand corner of the board.	The summary is too detailed, with the purpose, procedure, data, and conclusion included but not clearly defined. It is located in the lower right hand corner of the board.	The summary is to general and it is missing one of the following aspects: purpose, procedure, data, or conclusion. It is located in the lower right hand corner of the board.	It is not a summary and it is missing two or more of the following: purpose, procedure, data, or conclusion. It is located in the lower right hand corner of the board.	
<b><u>Spelling/ Grammar/ Attractiveness</u></b>	All grammar and spelling are correct. Typed, clean and neatly put together. Logically organized information on the display board.	One or two errors in grammar and spelling. Typed, clean and neatly put together. Information organized on the board in some type of sequential order.	Two to five errors in grammar and spelling. Typed, print too small or too large. The board is too cluttered or too plain. The board is somewhat confusing.	More then five errors in grammar and spelling. Typed, print too large or too small. The board is not neat and it is confusing and hard to follow. No organization, information placed anywhere.	Very frequent grammar and/or spelling errors. Written, sloppy, and no effort or function in putting the board together.	

**Rubric for Science Project Report – The report is worth 10% of your science project grade.**

	<b>2</b>	<b>1.5</b>	<b>1</b>	<b>0.5</b>	<b>Score</b>
<b><u>Introduction</u></b>	Presents a concept leading to the report.	Gives too much information—more like a summary.	Gives very little information.	Does not give any information about what to expect in the report.	
<b><u>Research</u></b>	Includes many other interesting facts and background information.	Includes a few other interesting facts and some background information.	Gives some background information.	Does not give any background information.	
<b><u>Experiment, Procedure &amp; Observations/ Data/Analysis</u></b>	The experiment/procedure is easy-to-follow steps which are logical and detailed. The data table/graphs are neatly completed and totally accurate.	Most of the steps of the experiment/procedure are understandable: some lack detail or are confusing. The data table/graph are accurate, with few mistakes.	Some of the steps of the experiment/procedure are understandable; most are confusing and lack detail. The data table/graph are both complete, minor inaccuracies and/or difficult things to read.	The experiment/procedure is not sequential, most steps are missing or confusing. The data table/graph are missing or information is inaccurate.	
<b><u>Conclusion</u></b>	Presents a logical explanation for findings and addresses most of the questions in the problem.	Presents a logical explanation for findings and addresses some of the questions from the problem.	Presents an illogical explanation for findings and addresses few questions from the problem.	Presents no explanation for findings and does not address any of the questions from the problem.	
<b><u>Spelling, Grammar, &amp; Attractiveness</u></b>	All grammar and spelling are correct. Typed, clean and neatly bound with a title page.	One or two errors in grammar and spelling. Typed, clean and neatly bound with a title page.	More than two errors in grammar and spelling. Typed, print too small or too large, pages not bound together.	Very frequent grammar and/or spelling errors. Written, not typed, no title page, and loose pages.	