

# Rubric - EDP Evaluation Criteria

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

Project Title: \_\_\_\_\_

- **USE** these criteria to **SELF-EVALUATE** your science fair project one step at a time.
- **SUBMIT** with your work as suggested in the timeline log for the teacher to “**pre-evaluate**” your progress.

2015-16 Criteria	0 points	1 point UNSATISFACTORY	3 points SATISFACTORY	5 points EXCELLENT	Points Earned
<b>Problem Statement</b>	No problem present	Format for defining the problem answers 1 of 3 questions: WHAT / WHO / WHY	Format for defining the problem answers 2 of 3 questions: WHAT / WHO / WHY	Format for defining the problem answers all three questions: WHAT / WHO / WHY	
<b>Research</b>	No research present	Vocabulary and or Q&A missing / bibliography worksheet correctly lists 1 of 3 sources	Vocabulary and Q&A incomplete / bibliography worksheet correctly lists 2 of 3 sources	Vocabulary and Q&A complete / bibliography worksheet correctly lists 3 or more sources	
<b>Requirements</b> (OPTIONAL - earn up to 5 extra points)	No requirements identified	Correctly identified 1-2 criteria and/or constraints	Correctly identified 3-4 criteria and/or constraints	Correctly identified 5 or more criteria and/or constraints	
<b>Brainstorm</b>	No brainstorm present	Student uses only prior knowledge no use of research knowledge to brainstorm idea(s) / idea(s) are minimally aligned or <i>impractical</i> for the intent of the problem / idea(s) are <i>inadequate</i> and sketches are <i>unclear</i> and missing labels	Student uses prior knowledge or research knowledge to brainstorm clear, focused ideas / ideas are <i>adequately</i> aligned to the intent of the problem / 2 or more ideas are listed and or sketched / ideas are adequately described and sketches are vague but sufficiently labeled	Student uses prior knowledge and research knowledge to brainstorm clear, focused ideas / ideas are <i>excellently</i> aligned to the intent of the problem / 2 or more ideas are listed and sketched / ideas are excellently described and sketches are detailed and thoroughly labeled	
<b>Materials</b>	No materials are identified	Materials not written in list form / materials are not identified correctly / 3 or more materials or amounts missing / missing safety concerns	Attempt to write materials in list form without using “ <i>bullets</i> ” / most materials are correctly identified / 1-2 materials or amounts missing / does not identify all safety concerns	Materials correctly written in list form using “ <i>bullets</i> ” / all materials carefully identified / amounts are included / clearly identifies safety concerns	
<b>Procedure</b>	No procedure present	Procedure is vague and difficult to repeat / unclear, insufficient details / does not write in “step-by-step” form / steps not numbered / lacks 3 or more steps / missing safety concerns	Procedure is clear enough to repeat with little difficulty / attempts to write in “step-by-step” form / most steps are numbered / lacks 1-2 steps / does not identify all safety concerns	Procedure is easy to repeat / correctly written in “step-by-step” form / all steps are numbered correctly / clearly identifies safety concerns	

CONTINUES ON BACK SIDE →

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<b>Trial Data</b> (observations / measurements)	No data collected or present	Insufficient data collected / experiment repeated only 1 time (only 1 trial)	Some quantitative and or qualitative data collected throughout 2 experimental repetitions (2 trials)	Exemplary quantitative and or qualitative data collected throughout 3 or more experimental repetitions (3+ trials)	
<b>Data Presentation</b> (tables, graphs, photos, diagrams)	No data presentation	Insufficient data presentation documents / insufficiently labeled or titled / poor interpretation of data <ul style="list-style-type: none"> <li>• Tables: missing / errors in data presentation / averages missing</li> <li>• Graphs: missing / incorrect type for data / errors in data presentation</li> <li>• Photos: missing / not relevant as data / missing captions</li> <li>• Diagrams: unclear, not relevant to data</li> </ul>	Sufficient data presentation documents / sufficiently labeled or titled / attempts to interpret trial data <ul style="list-style-type: none"> <li>• Tables: some are unclear / trial averages are incomplete</li> <li>• Graphs: some are not the best type to use for the data collected</li> <li>• Photos: some are not relevant as data / vague captions</li> <li>• Diagrams: some are unclear and or not relevant to data</li> </ul>	Excellent data presentation documents / accurately labeled and titled / interprets trial data correctly <ul style="list-style-type: none"> <li>• Tables: are clearly organized / trial averages included</li> <li>• Graphs: are the correct type for the data collected</li> <li>• Photos: are relevant as data with detailed captions</li> <li>• Diagrams: are clear and relevant to data</li> </ul>	
<b>Improvements</b>	No improvements	Student doesn't use data to redesign the working prototype into a more effective solution that aligns with the constraints, and intent of the problem / improvements are <i>inadequate</i> and sketches are <i>unclear</i> and missing labels	Student uses little data to redesign the working prototype into a more effective solution that aligns with the constraints, and intent of the problem / improvements are adequately described and sketches are vague but sufficiently labeled	Student uses data to redesign the working prototype into a more effective solution that aligns with the constraints, and intent of the problem / improvements are excellently described and sketches are detailed and thoroughly labeled	
<b>**Application</b> (OPTIONAL - earn up to 5 extra points)	No application	Does not explain what was learned / application (or use) of the idea(s) or solution is vaguely identified	Attempts to explain what was learned / identifies an obvious application (or use) of the idea(s) or solution	Clearly explains what was learned / identifies a significant and practical scientific or societal application (or use) of the idea(s) or solution	
<b>Display (2 choices)</b> <ul style="list-style-type: none"> <li>• <u>tri-fold board</u> (48" x 36") - use display board layout &amp; checklist</li> <li>• <u>Power Point Presentation</u> - use Power Point Template</li> </ul>	Not a tri-fold board / 6+ grammar errors / illegible and unappealing / no color	Does not follow layout specifications / missing 3 or more labels to the engineering method / text is difficult to read; too small or poor choice of font style / disorganized / cluttered / documents have smudges, stains, are wrinkled or torn / protruding staples / 5+ grammar errors / poor color coordination; plain or excessive use of color	Attempts to follow layout specification / 1-2 labels to the engineering method are missing / clean and uncluttered / text can be read from 2 away / attempts to adhere all document corners / some tape or glue is visible / eye-catching / 3-5 grammar errors / good color coordination; 3-5 colors	Follows all layout specifications / all labels to the engineering method are present / well organized / very neat / legible text and data presentation; proper use of font styles and size / all document corners adhered to board / no visible tape or glue / quickly catches your eye / 1-2 grammar errors / excellent color coordination; 2-3 colors	
<div> <div>(55-45 pts)</div> <div><b>Prize Awarded</b></div> </div> <div> <div>(44- 33 pts)</div> <div><b>1<sup>st</sup></b></div> </div> <div> <div>(32- 23 pts)</div> <div><b>2<sup>nd</sup></b></div> </div> <div> <div>(22 points &amp; below)</div> <div><b>3<sup>rd</sup></b></div> </div> <div> <div></div> <div><b>Participation</b></div> </div>					<div>FINAL SCORE .....</div> <div><b>/45</b></div>