

# Science Project Oral Rubric

Name of Evaluator: \_\_\_\_\_

Name of Presenter: \_\_\_\_\_

|                              | <b>5</b>   | <b>4</b>  | <b>3</b>   | <b>2</b>  | <b>1</b>  |
|------------------------------|--|---|--|---|---|
| <b>The Problem</b>           | Stated the problem and had significant supporting research to support it.  | Stated the problem with cursory research.   | Stated the problem with a little bit of background information.  | Stated the problem but without supporting information.                  | Did not talk about the problem.                                   |
| <b>Hypothesis/ Variables</b> | Stated the hypothesis and variables with supporting information from research for both.  | Stated the hypothesis and variables with supporting information for both.   | Stated the hypothesis and variables with supporting information for hypothesis but not for variable choices. | Stated the hypothesis and variables.                                    | Did not state the hypothesis or variables.                        |
| <b>Experiment</b>            | Physical or model of experiment parts and reasoning as to choices of setup/design based on research                            | Physical or model of experiment parts and reasoning as to choices of setup/design   | Experiment setup/design is shown and discussed   | Experiment setup/design is shown  | Experiment setup/design is not shown/discussed                    |
| <b>Data</b>                  | Data is displayed with <b>more</b> than 5 trails, data is displayed in several ways and is organized in an understandable way. | Data is displayed with at least 5 trials, data is displayed in several ways and is organized in an understandable way.      | Data is displayed with at least 5 trials, data is displayed but hard to understand                           | Data displayed but less than 5 trials and data is hard to understand    | Data is not displayed and less than 5 trials                      |
| <b>Results</b>               | Interpreted the data and indicated if it supported the hypothesis. Discussed how the data supported the hypothesis in detail   | Interpreted the data and indicated if it supported the hypothesis. Briefly discussed how the data supported the hypothesis. | Interpreted the data and indicated if it supported the hypothesis.   | Did not interpret the data but indicated if it supported the hypothesis | Did not interpret data or indicate if it supported the hypothesis |

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|--|--|---|---|---|--|
| <b>Conclusions</b>                                 | Discussed in detail the issues with the experiment, ideas for improvement, and strength of results.  | Briefly discussed the issues with the experiment, ideas for improvement, and strength of results.   | Discussed issues with the experiment and ideas for improvement but not the strength of results.   | Discussed issues with experiment but no ideas for improvement or the strength of results  | Did not discuss any issues with the experiment, ideas for improvement, or strength of results.   |
| <b>Going Farther</b>                               |  | Discussed what the next step would be and why based on additional research.   | Discussed what the next step would be and why.  | Discussed next step somewhat.   | Did not discuss the next step.   |
| <b>Eye Contact/<br/>Organization/<br/>Fluidity</b> | Had good eye contact. Memorized or used note cards sparingly for the report. Presented material fluidly only using the note cards for prompting. Report appeared to be well rehearsed. | Had good eye-contact. Used note cards. Presentation of materials was easy to follow. Speaking voice suggested that the student had practiced. | Had moderate eye-contact. Read from paper or note-cards. Presentation of materials was easy to follow. Speaking voice suggested that the student had practiced. | Had some eye-contact. Read from paper or note-cards. Presentation of materials was difficult to follow. Speaking voice was monotone, or suggested a lack of practice. | Read report from their paper. Presentation of materials was difficult to follow. Little or no eye contact. Speaking voice was monotone, or suggested a lack of practice. |
| <b>Visual Aid</b>                                  | Visual aid interesting and informative. Organized in an easy to understand way and had a hands-on component.   | Visual aid interesting and informative. Organized in an easy to understand way, but had no hands-on component.                                | Visual aid interesting and informative. But was poorly organized making it difficult to understand. Had no hands-on component.                                  | Visual aid present but looked hastily put together and did not contain much information.  | No visual aid or highly disorganized   |