

## Science Fair Experiment : 3rd Grade Rubric

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

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

| CATEGORY                  | 4  | 3   | 2   | 1   |
|---------------------------|--|---|---|---|
| <b>Problem</b>            | Complete, well-written problem statement that can be tested  | Complete problem statement that can be tested   | Incomplete problem statement  | No problem statement  |
| <b>Hypothesis</b>         | Well written, testable hypothesis and clearly addresses the stated problem   | Brief and complete, testable and addresses the stated problem   | Does not connect to the stated problem or is not completely testable  | Is not testable or is not present   |
| <b>Method</b>             | Exemplary plan to validate or confirm the hypothesis   | Sufficient plan to validate or confirm the hypothesis   | Partial plan to validate or confirm the hypothesis  | Lacks overall plan to validate or confirm the hypothesis  |
| <b>Data Collection</b>    | Data was collected several times. It was summarized, independently, in a way that clearly describes what was discovered. | Data was collected more than one time. It was summarized, independently, in a way that clearly describes what was discovered. | Data was collected more than one time. It was summarized, independently, in a way that partially describes what was discovered. | Data was collected only once. It was summarized, independently, in a way that does not relate to problem. |
| <b>Conclusion/Summary</b> | Student provided a detailed conclusion clearly based on the data and related to hypothesis statement.                    | 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.                                     | No conclusion was apparent OR important details were overlooked.  |
| <b>Diagrams</b>           | Provided an accurate, easy-to-follow diagram with labels to illustrate the procedure or the process being studied.       | Provided an accurate diagram with labels to illustrate the procedure or the process being studied.                            | Provided an easy-to-follow diagram with labels to illustrate the procedure or process, but one key step was left out.           | Did not provide a diagram OR the diagram was quite incomplete.  |

|                             |   |   |  |   |
|-----------------------------|---|---|--|---|
| <b>Further Wonderings</b>   | Several in-depth statements related to conclusion.                                  | Included at least one statement and directly related to conclusion. | Included but not directly related.   | No further wonderings included.                         |
| <b>Display</b>              | Word processed or typed and neatly displayed with color and illustrations provided. | Word-processed or typed and illustrations provided.                 | Legible writing, print too small or too large. Some illustrations missing. | Illegible writing. No illustrations or organization.    |
| <b>Grammar and Spelling</b> | All grammar and spelling are correct.   | Only one or two errors.   | More than two errors.  | Very frequent grammar and/or spelling errors.           |
| <b>Presentation</b>         | Oral presentation demonstrates in-depth knowledge of topic.                         | Oral presentation demonstrates good knowledge of topic.             | Oral presentation demonstrates fair knowledge of topic.                    | Oral presentation demonstrates poor knowledge of topic. |