



Rubric for School Site Science Fair

	Attempted 1	Proficient 3	Advanced Proficient 5
Purpose & Problem	Addresses a practical need to which there is already a common solution, or addresses an issue of little practical value.	Addresses a somewhat practical need some people have, which may have an expensive or uncommon solution.	Creatively addresses a practical need some people have, which may have an expensive or uncommon solution.
Research	Fails to mention a known similar idea in common use, or material is copied rather than written in the student's own words.	Mentions known similar ideas with some elaboration. Makes a general connection to a similar idea in the student's own words. May or may not address the needs of potential users.	Makes a clear and well-elaborated connection with a known similar idea and with the needs of potential invention users in the student's own words.
Possible Solutions	Proposes three or fewer solutions, some of which may be fanciful. Solution description is unclear or incomplete.	Proposes three or more practical solutions with limited description.	Proposes three or more practical solutions. One or more are very creative. Provides sufficient description for reader to easily understand.
Plan & Create <i>(Double Points)</i> (x2)	Provides few details, leaving the reader unclear about how the invention works. Or, obstacles encountered in the building process are not mentioned.	Provides adequate diagram and explanation of the invention, giving the reader a general understanding of how the invention works. Obstacles encountered in the building process and their solutions are mentioned briefly.	Diagrams and explains the invention, providing all labels and details needed to give the reader a clear understanding of how the invention works. Obstacles encountered in the building process are described well and solutions to the obstacles are explained.
Test & Improve <i>(Double Points)</i> (x2)	Student-developed criteria may be generic and do not apply specifically to the problem. Or, criteria may not be student-developed. Or, there is no evidence of redesign and retesting.	Criteria are student-developed. Some criteria apply to how the invention addresses the problem. There is evidence of a design change, but connection to data may be unclear. Improved design is tested.	Criteria are student-developed specifically to test how well the invention addresses the problem. The student uses data from the test to improve the design. The improved design is tested using the same criteria as before.
Conclusion & Applications	Fails to analyze obstacles related to the practical design and function of the invention (i.e., may list obstacles that refer only to shopping for materials or cosmetic issues). Or, fails to mention applications.	Provides some analysis of the obstacles related to the practical design and function of the invention (i.e., durability, strength, ease of use, etc.). Mentions potential applications.	Demonstrates in-depth analysis of the obstacles related to the practical design and function of the invention (i.e., durability, strength, ease of use, etc.). Invention is clearly connected to real world applications.
Science Concepts	Provides limited or no explanation of science concepts. Explanation may not apply to the project.	Provides an adequate explanation of at least one science concept, which has some application to the project.	Provides in-depth explanation of at least one science concept directly applying to the project.
Display Presentation	Project has limited eye appeal or is not easily readable at approximately two feet distance. The project has limited organization, or contains confusing visuals, or contains major language or spelling errors.	Project is appealing and readable at approximately 2 feet distance. It is organized and clear, uses understandable visuals and/or models, and contains few language and spelling errors.	Project is appealing and neat, and is readable at approximately 2 feet distance. It is well organized and clear, makes striking use of inventive or amusing visuals and/or models, and uses language and spelling flawlessly.

Projects will receive between 10 and 50 points when all rubric criteria have been addressed.

Class grade should also include how well timelines were met and elements of the written report not found on the display board:

Title Page, Acknowledgements, Table of Contents, and Sources/Bibliography

Purpose & Problem (x2) <i>(Double Points)</i>																				
Research																				
Possible Solutions																				
Plan & Create (x2) <i>(Double Points)</i>																				
Test & Improve (x2) <i>(Double Points)</i>																				
Conclusion & Applications																				
Science Concepts																				
Display Presentation																				
Total Score																				

Invention
(6th – 8th Grade)
 Judge's Score Sheet for
 School Site Fairs

Teacher:	Period:																			
Student(s):																				
Project:																				
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NOTES TO TEACHER: For grading purposes, 5-10 pts = Not Proficient (1), 11-24 pts = Partially Proficient (2), 25-39 pts = Proficient (3), 40-50 pts = Advanced Proficient (4). Complete grading should also include other details not included here as Judging Criteria: for instance, written report details, completion of deadline tasks, display guidelines, model quality, etc.