

Project Title: _____

Project #: _____ Category: **STUDY**

Name(s): _____ School: _____

JUDGES: Use this rubric to assign a **Level (1, 2, 3, or 4)** to **Parts A, B, and C** for the project.

***** ½ marks are acceptable. Students will only see the feedback portion, NOT the scores.*****

STUDY: Analysis of, and possibly collections of, data using accepted methodologies from the natural, social, biological, or health sciences. Includes studies involving human subjects, biology field studies, data mining, observation and pattern recognition in physical and/or sociobehavioural data.

PART A: SCIENTIFIC THOUGHT

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Existing published material is presented unaccompanied by any analysis.	Existing published material is presented, accompanied by some modest analysis AND/OR a rudimentary self-directed study that yields limited data unable to support an analysis leading to meaningful results.	The study is based on systematic observations and a literature search. Quantitative studies should include appropriate analysis of some significant variable(s) using arithmetic, statistical, or graphical methods. Qualitative and/or mixed methods studies should include a detailed description of the procedures and/or techniques applied to gather and/or analyse the data (e.g. interviewing, observational fieldwork, constant comparative method, content analysis).	The study correlates information from systematic observations and a variety of peer-reviewed publications. It also reveals significant new information or original solutions to problems. Same criteria for analysis of significant variables and/or description of procedures and techniques as for Level 3.

PART B: ORIGINALITY & CREATIVITY

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
The project design is simple with little evidence of student imagination. It can be found in books or magazines.	The project design is simple with some evidence of student imagination . It uses common resources or equipment. The topic is a current or common one.	This imaginative project makes creative use of available resources. It is well thought-out and some aspects are above average .	This highly original project demonstrates a novel approach. It shows resourcefulness and creativity in its design, use of equipment, construction and/or analysis.

PART C: COMMUNICATION

(visual display + oral presentation + project report with background research + logbook)

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Most or all of the four elements are simple, insubstantial or incomplete . There is little evidence of attention to effective communication. In a pairs project, one member may have dominated the presentation.	Some of the four elements are simple, insubstantial or incomplete , but there is some evidence of student attention to effective communication. In a pairs project, one member may have made a stronger contribution to the presentation.	Most of the four elements are complete and demonstrate attention to detail and substance . The communication components are well thought out and executed. In a pairs project, both members made an equitable contribution to the presentation.	All elements are complete and exceed reasonable expectations of a student at this age/grade. The visual display is logical and self-explanatory. The exhibit is attractive and well laid out. Both project report and logbook are informative and written clearly; the bibliography extends beyond web-based articles. The oral presentation is clear, logical, and enthusiastic. In a pairs project, both members contributed equitably and effectively to the presentation.

**PART A
SCIENTIFIC
THOUGHT**
(1 – 4)

**PART B
ORIGINALITY
& CREATIVITY**
(1 – 4)

**PART C
COMMUNICATION**
(1 – 4)

**TOTAL
SCORE**
(max. 12)

JUDGES FEEDBACK FOR STUDENTS

Students will view this feedback after the fair. Please leave comments!

What was done well:

Areas to Improve:

Quick alerts: If this project were to be revised, focus on...

- level of difficulty vs. your age & training
- personal knowledge of subject
- background research on the topic
- application & synthesis of information
- experimental design
- use of control group
- identification of variables
- choice of materials/chemicals
- construction & design
- processes used
- care & precision of observations
- care & precision of data recording
- analysis of data
- display of data
- sources of error
- attention to detail
- oral presentation
- visual presentation (layout, graphics)

Other Comments: