

### Science Fair Judges Rubric

Criteria	10-9	8-7	6-5	4 or less
Communication	Student's presentation contains ideas that are clearly organized and supported; posture, eye contact, facial expression, volume and pace captivate listener.	Student's presentation contains ideas that are organized with some support; posture, eye contact, facial expression, volume and pace engage listener.	Student's presentation contains ideas that lack clarity with little or no support; posture, eye contact, facial expression, volume and pace are somewhat distracting to the listener.	Student's presentation contains ideas that are not clear with little or no support; posture, eye contact, facial expression, volume and pace are very distracting to the listener.
Knowledge	Students have a thorough knowledge of their experiment and related concepts. When speaking about their experiment students consistently use appropriate terminology.	Students have substantial knowledge of their experiment and related concepts. When speaking about their experiment students frequently use appropriate terminology.	Students have partial knowledge of their experiment and related concepts. When speaking about their experiment students occasionally use appropriate terminology.	Students have limited knowledge of their experiment and related concepts. When speaking about their experiment students rarely use appropriate terminology.
Experiment Stand	The experimental stand is highly effective in generating visual appeal. The experimental stand is highly organized with emphasis on attention to detail. Visual aids and manipulatives are highly effective in aiding the presentation.	The experimental stand is effective in generating visual appeal. The experimental stand is organized with some emphasis on attention to detail. Visual aids and manipulatives are effective in aiding the presentation.	The experimental stand is moderately effective in generating visual appeal. The experimental stand is somewhat organized with little emphasis on attention to detail. Visual aids and manipulatives are moderately effective in aiding the presentation.	The experimental stand is ineffective in generating visual appeal. The experimental stand is disorganized with no attention to detail. Visual aids and manipulatives are ineffective in aiding the presentation.

Data Collection and Representation	Data is rigorously acquired with numerous repetitive experimental trials or very large experimental groups. Data is consistently represented correctly in the graphic form.	Data is effectively acquired with some repetitive experimental trials or large experimental groups. Data is frequently represented correctly in the graphic form.	Data is satisfactorily acquired through the use of single experimental trial or small experimental group. Data is occasionally represented correctly in the graphic form.	Data is poorly acquired through the use of an incomplete experimental trial or miniscule experimental group. Data is rarely represented correctly in the graphic form.
Experimental Analysis	Students generate conclusions about their experiment that are unequivocally supported by their data. Students are highly effective in identifying the strengths and weaknesses of their experiment.	Students generate conclusions about their experiment that are supported by their data. Students are effective in identifying the strengths and weaknesses of their experiment.	Students generate conclusions about their experiment that are somewhat supported by their data. Students have difficulty in identifying the strengths and weaknesses of their experiment.	Students generate conclusions about their experiment that are not supported by their data. Students are ineffective in identifying the strengths and weaknesses of their experiment.
Societal Relevance	Students have unequivocally and thoroughly discussed the relevancy of their experiment within the context of the modern world.	Students have explicitly and substantially discussed the relevancy of their experiment within the context of the modern world.	Students have abstractly and partially discussed the relevancy of their experiment within the context of the modern world.	Students have neglected a discussion of the relevancy of their experiment within the context of the modern world.