Annapolis Valley Regional Science Fair
P-12 Rubric for Assessment of Projects

Category	**Level 4** **Strong Understanding**	**Level 3** **Got it!**	**Level 2** **Approaching**	**Level 1** **Limited**
Idea	The student independently identified an original, grade appropriate question that was interesting to the student and that could be investigated.	The student identified, with support (parent, teacher, online research, etc.), a grade appropriate question that was interesting to the student and that could be investigated.	With support, the student identified a simple, but grade appropriate question that could be investigated.	The student identified a simple topic (not appropriate for grade level), a question that could not be tested/investigated or one that did not merit investigation.
Question Development	The student independently developed a focus question with information taken from a variety of credible sources. The student demonstrates well documented observations and methods.	The student developed a focus question with information taken from a small sample of credible sources. The student demonstrates documented observations and methods.	The student had difficulty developing a focus question. The information lacked credible sources. The student demonstrates some documented observations and methods.	The student lacked a focus question. The information did not come from credible sources. The student demonstrates limited documented observations and methods.
Description of Procedure	Procedures were outlined in a step-by-step fashion that followed the scientific method. The procedure could be followed by anyone without additional explanations.	Procedures were outlined in a step-by-step fashion that could be followed by anyone without additional explanations.	Procedures were outlined in a step-by step fashion but had one or two gaps that require explanation. The scientific method was not followed.	The student had difficulty describing their procedure. The steps were not outlined in a step-by step manner, explanations were needed for a variety of steps and the scientific method was not followed.
Data Collection	Data was collected several times. It was summarized, independently, in a way that clearly describes what was discovered. The student recognizes and controls variables. The student has an organized log of their data collection and summaries.	Data was collected more than one time. Some discoveries were summarized and displayed. The student included at least one variable. The student has a log of their data collection and summaries.	Data was collected only once. Some discoveries were summarized and displayed. The student did not consider variables. The student does not have a log of their data collection and summaries.	There is limited data collected and it was not clearly summarized or displayed. The student does not have a log of their data collection and summaries.
Conclusion	The student provided a detailed conclusion clearly based on the data and related to previous research findings and the hypothesis statement(s).	The student provided a somewhat detailed conclusion clearly based on the data and related to the hypothesis statement(s).	The student provided a conclusion with some reference to the data and the hypothesis statement(s).	The student had no conclusion.
Presentation	The student has a very clear and concise presentation. The student has an excellent understanding of his/her topic and can confidently answer a wide variety of questions. The student has multiple ideas to further his/her project.	The student has a clear presentation. The student has a good understanding of his/her topic and can confidently answer some questions. The student has ideas to further his/her project.	The student has a simple but complete presentation. The student has a limited understanding of his/her topic and can answer a few questions. The student has not thought about further ideas for his/her project.	The student has an incomplete presentation. The student has not yet demonstrated his/her understanding of the topic and has difficulty answering questions.
Display/Exhibit	Layout is clearly organized by the scientific method and follows a logical sequence. The student used appropriate and effective display materials. The display is neat and concise.	Layout is organized by the scientific method and follows a logical sequence. The student usually used appropriate and effective display materials. The display is generally neat and concise.	Layout is simple and somewhat organized but does not follow the scientific method. The student had difficulty choosing appropriate and effective display materials.	Layout is unclear and difficult to read. The display is missing information and appropriate materials.