

SKYINE SCIENCE FAIR – EXPERIMENTS

Project Title _____

Biology ____ Chemistry ____ Earth Science ____ Physics ____ Consumer Science ____

Student Initials _____ Grade _____ Classroom _____

Total Points _____ Placing: **Division Winner** **Blue** **Red** **White** **Participant**

CRITERIA	EXCELLENT	GOOD	SATISFACTORY	NEEDS IMPROVEMENT
Problem/ Idea: 10%	Identified a question which was interesting to the student and which could be investigated.	Identified a question which was interesting to the student and which could be investigated but was not age appropriate.	Identified a question which could be investigated.	Identified a question that could not be tested or investigated, or one that did not merit investigation or no question was stated.
	10-9-8	7-6-5	4-3	2-1
Research and Documentation: 10%	Hypothesis is well substantiated by a literature review and observation of similar phenomena. Research is written in student's own words.	Hypothesis is somewhat substantiated by a literature review and observation of similar phenomena. Research is partly summarized in student's own words.	Hypothesis is partly substantiated by a literature review or observation of similar phenomena. Research is partly written in student's own words.	No research is present or hypothesis is not supported by a basic literature review. Research is copied directly from the source.
	10-9-8	7-6-5	4-3	2-1
Hypothesis Development: 10%	Developed a hypothesis well substantiated by research. Hypothesis is written as an "if", "then" statement.	Developed a hypothesis partly substantiated by research. Hypothesis is understood but not written in proper format.	Developed a hypothesis partly substantiated by research. Hypothesis is unclear and not written in proper format.	Hypothesis is not substantiated by research, is unclear AND/OR is not properly stated.
	10-9-8	7-6-5	4-3	2-1
Variables: 10%	Identified and clearly defined which variables were going to be changed (independent variables) and which were going to be measured (dependent variables).	Identified and defined which variables were going to be changed (independent variables) and which were going to be measured (dependent variables). Some feedback was need to clearly define the variables.	Identified but did not clearly define which variables were going to be changed (independent variables) and which were going to be measured (dependent variables).	Variables were not defined or identified.
	10-9-8	7-6-5	4-3	2-1

Description of Procedure: 10%	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 that could be somewhat followed by anyone without additional explanation.	Procedures were outlined in a step-by-step fashion, but had 1 or 2 gaps that require explanation.	Procedures that were outlined were seriously incomplete or not sequential.
	10-9-8	7-6-5	4-3	2-1
Data Collection: 10%	Data was collected several times, if necessary. It was summarized in a way that clearly described what was discovered.	Data was collected more than one time, if necessary. It was summarized in a way that somewhat described what was discovered.	Data was collected more than one time, if necessary. Data was not clearly summarized and what was discovered was not identified.	Data was collected only once AND/OR was not summarized or documented.
	10-9-8	7-6-5	4-3	2-1
Diagrams/ Tables/ Graphs: 10%	Student provided an accurate diagram with labels to easily and clearly 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.
	10-9-8	7-6-5	4-3	2-1
Conclusions/ Summary: 10%	Provided a detailed conclusion clearly based on the data and related to previous research findings and the hypothesis statement(s).	Student provided a somewhat detailed conclusion clearly based on the data and related to the hypothesis statement(s).	Student provided a conclusion with some reference to the data and the hypothesis statement(s).	No conclusion was apparent OR important details were overlooked.
	10-9-8	7-6-5	4-3	2-1
Creativity/ Difficulty: 10%	The experiment shows a high level of uniqueness and original thought.	The experiment is a new twist on something that has been previously done, or is a unique twist to a previous experiment.	The experiment is not an original idea but is age appropriate.	The experiment is significantly above or below the ability level of the student AND/OR is not an original idea.
	10-9-8	7-6-5	4-3	2-1
Display/ Scientifically: 5%	Each element in the display had a function and clearly served to illustrate some aspect of the experiment. All items, diagrams, graphs, etc. were neatly and correctly labeled.	Each element had a function and clearly served to illustrate some aspect of the experiment. Most items, diagrams, graphs, etc. were neatly and correctly labeled.	Each element had a function and partly served to illustrate some aspect of the experiment. Some items, diagrams, graphs, etc. were correctly labeled.	The display seemed incomplete or chaotic with no clear plan. Many labels were missing or incorrect.
	5	4	3	2-1
Display/ Aesthetically: 5%	Display is neat, attractive, shows good workmanship and "catches the eye".	Display is neat, attractive and shows good workmanship.	Parts of the display are appealing but other parts are not neatly completed.	Display is neither neat or appealing. Display looks "thrown together".
	5	4	3	2-1