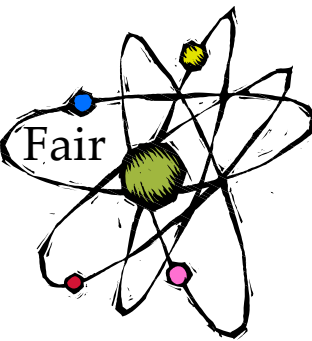


# Garden State Homeschool Science Fair

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## 2011-2012 GSF Judges Rubric

	Excellent – 4	Moderate – 3	Limited – 2	Poor - 1
<b>Question</b>	A thoughtful and researchable question is posed. Topic is specific.	The question posed may be difficult to research. Topic may be too broad.	The question posed is too difficult to research. OR – Answers are too readily available	The question is not stated.
<b>Hypothesis or Prediction</b>	The hypothesis is clearly stated and is testable.	The hypothesis is stated	They hypothesis is unclear and is untestable.	The hypothesis is absent
<b>Background research</b>	Research is thorough and relevant to the investigation. Ideas are clearly explained.	Research has some relevance to the investigation. Some ideas are explained.	Minimal research done. Info gathered was not explained or relevant to investigation.	No background research was done.
<b>Procedure, design and materials</b>	Procedure is detailed, thorough and appropriate. Clearly defined sequential steps. Procedure can be replicated. All materials are listed.	Procedure is appropriate. Most steps and most materials are listed.	Procedure is not relevant to investigation. Steps are not well-explained. Materials far from complete	Procedure is unclear, lacking major components or no procedure is stated. No materials are listed or used.
<b>Measurements</b>	Excellent measurements were made which allowed for good comparisons.	Some measurements were made which allowed for comparisons.	Vague measurements or inadequate measurements were made.	No measurements were made.
<b>Variables, controls and sample size</b>	Variables are identified. Controls appropriate. Sample size and/or number of trials appropriate.	Variables somewhat identified. Controls somewhat known. Sample size and/or number of trials insufficient.	Missing an important variable or control. Sample size insufficient. Only 1 trial.	No data gathered or reported.
<b>Data collection</b>	Appropriate amount of data is systematically gathered and recorded.	Much of the needed data is gathered and recorded.	Data is unclear, poorly gathered and recorded.	No data gathered or reported.
<b>Data presentation, tables, graphs and charts</b>	Appropriate graphic(s) chosen to display data. tables, graphs, and/or charts are accurate, easily understood and complete (titles, labels, data key, variables, correct units of measure).	Graphic(s) chosen to display data. Graphic(s) accurate, but some components (titles, labels, data key, variables, correct units of measure) are missing.	Graphic(s) chosen inappropriate for the type of data presented. Graphic(s) not easily understood. Most or all of components (titles, labels, data key, variables, correct units of measure) missing.	Graphics are not used.

<b>Discussion of data and conclusion</b>	Data is thoroughly discussed. Sources of error considered. Explanation is made for how/why hypothesis was supported or rejected. Conclusions are supported by data.	Data is discussed. Some sources of error are considered. Explanation attempted for how/why hypo was supported or rejected. Some data does not support conclusions	Minimal discussion of data. Sources of error are not considered. Explanation attempted for how/why hypo was supported or rejected. Most data does not support conclusions.	Data not discussed. Sources of error are not considered. Explanation for how/why hypo was supported or rejected not attempted. Conclusions are not related to data collected.
<b>Implications for further research</b>	Changes to improve procedures are suggested. Questions for further research are posed.	Some changes to improve procedure are considered. Questions for further research are posed.	Some consideration for changes to procedure but lacking in depth description. No questions for further research are posed.	Changes to procedure or questions for further research are not attempted.
<b>Visuals</b>	Illustrations, photos, and/or maps are relevant, supporting and adding depth to the investigation.	Illustrations, photos, and/or maps are included, but not all are relevant to the investigation.	Insufficient number of illustrations, photos, and/or maps. Some visuals not relevant to investigation.	No visuals are included.
<b>Research Report</b>	The investigation is presented clearly and concisely with a logical progression of ideas and supporting evidence. Strong personal voice.	The essay is organized but sometimes strays from the focus of the investigation. Personal voice is present.	The essay is not logically or effectively structured. No personal voice.	The information presented is unfocused, poorly organized and shows little thought or effort. No personal voice.
<b>Grammar, spelling</b>	No grammatical, spelling or punctuation errors. Word choice is appropriate.	A few grammar/word usage errors.	Some grammar. usage, and spelling errors. Inappropriate use of many words.	Many grammatical errors, spelling errors. Inappropriate use of words.
<b>Proper city of sources</b>	Sources of information properly credited in research report. Bibliography properly formatted. Many references from at least three types of sources are included.	Some sources of info incorrectly cited or absent in the research report. Bibliography has some formatting errors. Fewer than three types of sources are included.	Citing of sources in the research report is poorly done or is absent. Bibliography is not properly formatted. Few references are cited.	Info was plagiarized. (Grounds for disqualification) No bibliography.
<b>Oral Presentation</b>	The student was able to thoroughly explain the steps taken in this project and the results of experimentation. The student had good answers to the questions asked.	The student explained most of the project and most of the results. The answers given to questions were sufficient.	The student was only able to speak superficially about the project and the results of experimentation. The student could not answer most questions asked.	The student had no knowledge of the project and could not explain the results of experimentation.