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| **CONTENT** | **1-Below Basic** | **2-Basic** | **3-Proficient** | **4-Superior** |
| **Question &**  **Hypothesis**  **X2** | Question lacks depth, is “surface level”  Claim is unclear and may have a measurable outcome, but may not be specific or thorough; Needs further refinement | Question(s) somewhat has depth and attempts to uncover something unique.  Claim is somewhat clear and has a measurable outcome, but may not be specific or thorough; Needs further refinement | Strong question aiming to uncover a unique aspect about topic  Claim is clear and has a measurable outcome, but may not be specific or thorough | Outstanding and well written question aiming to uncover a truly unique aspect of the topic.  Claim is clear, specific, thorough, and has a measurable outcome |
| **Research** | Knowledge of topic is questionable or very limited. | Knowledge of topic is marginal; does not show adequate research was completed. | Knowledge of topic is adequate. | Knowledge of topic is extensive. |
| **Materials &**  **Methodology** | Methods are poorly executed and/or not appropriate to the defined investigation  Methods may be elementary level  or substandard (simple and does not require much research in order to execute) | Methods are inconsistent in quality and may not be appropriate to the defined investigation  Methods are somewhat age appropriate and require some research in order to execute | Methods are adequately executed and are appropriate to the defined investigation  Methods are age appropriate and required depth of  research and multiple attempts to understand how to execute | Methods are well-executed and are highly appropriate to the defined investigation  Methods are challenging and required depth of  research and multiple attempts to understand how to execute |
| **Data Collection**  **X2** | Demonstrates a lack of understanding of data collection either  Missing or insufficient quantitative (numbers) and qualitative (observations); Data points minimum not met (less than 75) | Demonstrates a minimal understanding of the importance of data collection  Insufficient quantitative or qualitative data; Data points met minimum requirement (75) but may not strongly support conclusions drawn. | Demonstrates an adequate understanding of the importance of data collection  A sufficient amount of quantitative and qualitative data offered; Number of data points (75+) recorded and relationship/ patterns support conclusion | Demonstrates a strong understanding of the importance of data collection  An outstanding amount of quantitative data and possible qualitative data were collected; High number of data points reported (competitive projects will have 200+) |
| **Graphs** | May rely on bar/pie charts only  Or line graphs may show inappropriate relationships between x and y-axis. | May rely on bar/pie charts only  Or line graphs may show unclear relationships between x and y-axis. | Adequate execution of varied graphs to reveal visual patterns  Graphs are clear and show appropriate relationships | Strong execution of graphs to effectively reveal visual patterns  Line graphs are well executed and reveal strong relationships |
| **Results &**  **Conclusion**  **X2** | Discussion of results (numbers) is brief and surface level.  Understanding of results limited and/or not evident  Conclusion may not incorporate original question & hypothesis, pertinent data or patterns | Discussion of results may not highlight significant data  Conclusion may not clearly offer thoughtful review of pertinent data or clearly align with question & hypothesis | Discussion of results highlight significant data and shows thoughtful consideration of its impact to overall research/experiment  Data result clearly support conclusion and aligns with original question & hypothesis | Discussion of results highlight significant data and shows an insightful and thorough consideration of its impact to overall research/experiment  Data results are identified clearly and effectively used to support conclusions drawn |
| **Relevance & Closing** | Importance/impact of the research is unclear or barely mentioned.  Future direction/acknowledgement not addressed or barely mentioned | Importance of the research addressed, but may be unclear. Impact of research appears minimal. Future direction/acknowledgements marginally addressed | Strong explanation of the project’s significance and impact on society.  Future direction/acknowledgements adequately addressed and shows strong understanding of learning process | Strong explanation that convinces audience this project could have major impact on society.  Future direction/acknowledgements expertly addressed and shows higher critical thinking skills and deep understanding of learning process |

**Holistic Content Average Score: /4 Equivalent Points:** 4-100 3- 85 2-75 1-65

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| **PRESENTATION** | **1-Below Basic** | **2-Basic** | **3-Proficient** | **4-Superior** |
| **Formal Speaking**  **Skills** | Student speaks clearly, but eye contact is limited. Speaker rarely varies tone, volume, or inflection. Body language is stiff. | Student speaks clearly and eye contact maintained for most of the time. Speaker attempts to vary tone, volume, or inflection of voice. Body language is mostly relaxed. | Student speaks clearly and eye contact is consistent. Speaker varies tone, volume, or inflection of voice. Body language is relaxed. | Student draws in the audience with eye contact, an engaging voice, and dynamic gestures used for emphasis. Body language is confident. |
| **Delivery of**  **Background Research** | Researched knowledge of topic is questionable and may not demonstrate use of valid and vetted sources. | Marginal knowledge of topic demonstrated through use of mostly valid and vetted sources. | Adequate knowledge of topic demonstrated through use of strong, valid and vetted sources. | Expertise of topic demonstrated through use of excellent, reputable, valid and vetted sources. |
| **Video**  **Enhancement** | Video does not enhance or highlight an interesting aspect of the project. Video is not polished/edited and contains many errors. | Video sparks some interest and highlights an interesting aspect of the project, but may not be completely polished and contain some errors. | Video sparks interest in topic and highlights as well as enhances an interesting aspect of the project. Video is well edited and polished. | Video sparks interest and further curiosity in topic; highlights as well as fully enhances interesting aspects of the project in a unique and creative way. Video is of professional quality. |
| **Visual**  **PPT &**  **Poster Template** | The visual aid does not follow the assigned template. Many components are missing or lacking in quality. It distracts the audience (font, color, text size, typos, errors) or is unattractive & unprofessional. | The visual aid follows most of the assigned template. Many, but not all aspects, are unpolished or unprofessional (fonts cannot be seen by entire audience, graphics are ill placed, sloppy, etc.) | The visual aid follows template exactly. The visual aid supports in the understanding of the topic.  Material is used appropriately and is aesthetically pleasing. | The visual aid follows template exactly but also improves upon it.  Outstanding visual not only supports but also enhances the content and audiences’ understanding of topic. Visual is atheistically outstanding with strong effort/time evident in creation. |

**Holistic Presentation Average Score: /4** Equivalent Points: 4 - 50 3- 43 2- 38 1- 33

EXPO? CNUSD? ISEF?

**Feedback for students:**