

TSES Science - Engineering Fair 2016 Evaluation Sheet

Grades 4 - 5 SCIENCE PROJECT

Student(s): _____

Grade/Teacher: _____

Title: _____

Project #: _____

	ACCOMPLISHED RESEARCHER 8-10	DEVELOPING RESEARCHER 4-7	BEGINNING RESEARCHER 1-3	CONSIDER:
PROBLEM STATEMENT & QUESTION	-Focused, unique question, testable -Has conceptual understanding of topic	-New question, but not testable or not focused -Has above average grasp of topic	-Standard problem -Has grade-level grasp of topic	
PLAN	-Research cited -Has 3+ reliable sources -Connected to problem -Integrates research into data plan	-Research cited -2+ reliable sources -Key terminology used -Has a plan to find out more	-Research cited -1 source -Key scientific terms used	
CREATIVITY	-Student-driven -New idea -Novel approach to use of materials & decisions	-Variation on a standard project -New approach to use of materials	-Standard science experiment	
EXPERIMENT DESIGN	-All variable identified & adjusted for -Controlled experiment -Materials listed Timeline used and executed	-All variables identified -Most variables accounted for -Materials listed -Timeline	-Key variables noted -Materials listed	

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DATA ANALYSIS & COLLECTION	<ul style="list-style-type: none"> -Data answers question -Appropriate data analysis methods -Appropriate use of graphs & tables -Discussed decisions in data process 	<ul style="list-style-type: none"> -Data can/could answer question -Data analyzed -Appropriate use of graphs <i>or</i> tables -Sufficient trials conducted (3 or more) 	<ul style="list-style-type: none"> -Data may answer question -Data gathered -Small number of trials (less than 3) 	
RECORD & LAB NOTEBOOK	<ul style="list-style-type: none"> -Detailed notes -Spans extended time -Has examples & illustrations -Student's own thinking 	<ul style="list-style-type: none"> -Detailed notes -Has examples, illustrations -Has a plan 	<ul style="list-style-type: none"> -Has notes -Has an idea 	
DISCUSSIONS & CONCLUSIONS	<ul style="list-style-type: none"> -Answers all aspects of problem -Evaluates hypothesis -Clear understanding of results, limitations -Discusses next steps, future work 	<ul style="list-style-type: none"> -Relates to problem -Evaluates hypothesis -Has conclusions -Has further questions 	<ul style="list-style-type: none"> -States if hypothesis is proven or not 	
INTERVIEW <i>For groups, all students must participate equally!</i>	<ul style="list-style-type: none"> -Interprets & explains poster/display -Has visuals -Displays enthusiasm & curiosity 	<ul style="list-style-type: none"> -Uses poster to explain -Shows enthusiasm & curiosity 	<ul style="list-style-type: none"> -References poster -Shows enthusiasm 	
POSTER	<ul style="list-style-type: none"> -Visually well-done -Logically sequenced -Clear illustrations -Well-labeled 	<ul style="list-style-type: none"> -Visually appealing -Organized, has illustrations -Labeled, logical 	<ul style="list-style-type: none"> -Organized visually -Labeled -Registered! 	

Comments: