

Research Project Evaluation Rubric

Elementary: Grade 3

Name _____

Group: _____

Group Presentation and Poster **ANNOTATED VERSION w/ Standards and References**

(TRRR)= TEKS Resource Research Rubric (TAMUAE)= Agrilife Extension Rubric ELA/SCI/MATH = TEKS

Component	Does Not Meet/ Limited (0 pts each box)	Meets/ Satisfactory or Basic (1 pt each box)	Masters/ Accomplished (2 pts each box)	Points
	The students...	The students...	The students...	
Background and Purpose	<ul style="list-style-type: none"> Did not identify the problem in the introduction. 	<ul style="list-style-type: none"> Introduced the context of the research. SCI 3(2)(A) Identified the purpose of research in the introduction. 	<ul style="list-style-type: none"> Explained the critical need and importance of the research and connected it to the natural world. (TAMUAE) SCI 3(2)(A) Cited sources when explaining the background and purpose. (TRRR) ELA 3(13)(E) 	
Research Question	<ul style="list-style-type: none"> Did not state the research question. 	<ul style="list-style-type: none"> Identified the research question. <i>"We wanted to know whether/ how / why..."</i> <i>"Our research question was..."</i> 	<ul style="list-style-type: none"> Related the research question to the topic and purpose. (TRRR) ELA 3(13)(A) 	
Hypothesis	<ul style="list-style-type: none"> Did not state a hypothesis. 	<ul style="list-style-type: none"> Stated the hypothesis. 	<ul style="list-style-type: none"> Provided reason(s) for the particular hypothesis. SCI 3(2)(A) 	
Research Design	<ul style="list-style-type: none"> Did not describe the research design or methods. 	<ul style="list-style-type: none"> Listed steps taken to conduct research and collect data. ELA 3(1)(B); ELA 3(13)(B); SCI 3(2)(B) 	<ul style="list-style-type: none"> Identified the dependent and independent variables. Described and explained control variables. Thoroughly described steps taken to so they could be repeated. ELA 3(13)(B); SCI 3(2)(B) 	
Results and Conclusions	<ul style="list-style-type: none"> Did not include a graph. Did not state results. Did not state conclusion(s). Did not address the hypothesis. 	<ul style="list-style-type: none"> Created a graph or chart with results. SCI 3(2)(C), MATH (1)(D) Included a chart title and legend if legend was needed. Stated the results. Made conclusive statements. SCI 3(2)(D) <i>"Cooler temperatures cause..."</i> 	<ul style="list-style-type: none"> Made sure the graph or chart matched well with the research design and question. Labeled the axes of the chart with units. Used measurements in units to interpret and explain patterns in the results. SCI 3(2)(D) 	

		<ul style="list-style-type: none"> Expressed a confirmation or disconfirmation of the hypothesis. 	<ul style="list-style-type: none"> Clearly explained how the conclusions were based on the data results and literature. (TAMUAE) SCI 3(2)(D), SCI 3(3)(A) Clearly connected the data results to the confirmation or disconfirmation of the hypothesis. (TAMUAE) SCI 3(2)(D) 	
Record of Sources	<ul style="list-style-type: none"> Did not include a reference list. 	<ul style="list-style-type: none"> Included a reference list with at least 2 sources on the poster. (TRRR) ELA 3(13)(G) 	<ul style="list-style-type: none"> Included additional sources beyond 2. ELA 3(13)(C) Included a variety of sources; one was a peer-reviewed scholarly source. ELA 3(13)(C) 	
Academic Research Poster	<ul style="list-style-type: none"> Did not include some required components of the poster. 	<ul style="list-style-type: none"> Included a title with names. Included an abstract. Included an introduction. Included methods. Included results. Included conclusion. Included acknowledgments. 	<ul style="list-style-type: none"> Created a poster that was attractive in terms of design, colors, contrast, and font size/handwriting. Wrote the abstract as a conglomeration of each of the other components: introduction, methods, results, conclusion. SCI 3(2)(F) 	
Presentation and Defense	<ul style="list-style-type: none"> Some students in group did not present/ speak. Did not answer most questions about experiment or purpose. 	<ul style="list-style-type: none"> All group members presented. SCI 3(2)(F) Group answered most questions about experiment. Delivery was appropriate for the intended audience. (TRRR) ELA 3(13)(H) 	<ul style="list-style-type: none"> Most held attention of audience with use of eye contact. (TAMUAE) ELA 3(1)(C) Most used descriptive gestures to help audience visualize experiment. (TAMUAE) ELA 3(1)(C) Most demonstrated knowledge by answering all questions with clear explanation and elaboration. (TAMUAE) ELA 3(1)(C) Most spoke generally without using rote memory or direct scripts. 	

