

Research Project Evaluation Rubric

Elementary: Grades 4-5

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
Background and Purpose	<ul style="list-style-type: none"> Did not identify a problem in the introduction. 	<ul style="list-style-type: none"> Introduced the context of the research. Identified the purpose of the research in the introduction 	<ul style="list-style-type: none"> Explained the critical need and importance of the research. (TAMUAE) Explained the science behind the problem. Identified the dependent and independent variables. Cited sources when explaining the background of the research. (TRRR) 	
Research Question	<ul style="list-style-type: none"> Did not state or include a research question. 	<ul style="list-style-type: none"> Identified a research question. 	<ul style="list-style-type: none"> Research question was clear with language about the independent variable's relationship with the dependent variable. SCI 5.2A, 5.2B Research question relates to the topic and purpose. (TRRR) 	
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 reasoning for the particular hypothesis. SCI 5.2B Cited evidence when explaining the reasoning for the hypothesis. 	
Research Design	Did not describe the research design or methods.	<ul style="list-style-type: none"> Listed steps taken to conduct research and collect data. Identified the dependent and independent variables. 	<ul style="list-style-type: none"> Steps were thoroughly explained so they could be repeated. Described and explained control variables. Explained why they performed repeated investigations. SCI 4.2E, 5.2E 	
Results and Conclusions	<ul style="list-style-type: none"> Did not include a graph or graph was not accurate. Did not state results. 	<ul style="list-style-type: none"> Created an accurate graph or chart with results. SCI 4.2C, 5.2G Included title, axis labels, axis titles, and legend if needed. 	<ul style="list-style-type: none"> The graph or chart matched well with the research design and question. Clearly explained how the conclusions were based on the 	

	<ul style="list-style-type: none"> • Did not state conclusion(s). • Did not address the hypothesis. • 	<ul style="list-style-type: none"> • Used measurements in units to interpret patterns and explain results. SCI 4.2C, 5.2G • Made conclusive statements. • Expressed a confirmation or disconfirmation of the hypothesis. 	<p>data results and literature. SCI 4.2D, 5.2D, 4.2F, 5.2F</p> <ul style="list-style-type: none"> • Clearly connected the data results to the confirmation or disconfirmation of the hypothesis. • Identified and explained any limitations (obstacles) in the study. 	
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 3 sources on the poster. • References were in 7th edition APA style (teachers will grade) 	<ul style="list-style-type: none"> • Included additional sources beyond 3. • Included a variety of sources; one was a peer-reviewed scholarly source. 	
Academic Research Poster	<ul style="list-style-type: none"> • Did not include some required components of the poster. • Introduction, methods, results, or conclusions were not clear or thorough. 	<ul style="list-style-type: none"> • Included a title with names. • Wrote the abstract as a conglomeration of each of the other components: introduction, methods, results, conclusion. • Included a clear, thorough introduction. • Included clear, thorough methods. • Included clear, thorough results. • Included clear, thorough 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. • Included image(s) of experimentation or entities studied • Included figure(s) to portray content or processes (such as hydroelectric system) SCI 4.2C • Poster is grammatically correct. 	
Presentation and Defense		<ul style="list-style-type: none"> • All group members presented. • Group answered most questions about experiment. • Delivery was appropriate for intended audience. 	<ul style="list-style-type: none"> • Most held attention of audience with use of eye contact. • Most used descriptive gestures to help audience visualize experiment. • Most demonstrated knowledge by answering all questions with clear explanation and elaboration. • Most spoke generally without using rote memory or direct scripts. 	