

# Research Project Evaluation Rubric

Middle School: Grade 7-8

Name \_\_\_\_\_

\_\_\_\_\_ Group: \_\_\_\_\_

## Group Presentation and Poster

Component	Not There Yet	Met the Goal	Above and Beyond	Points
	The students...	The students...	The students...	
Background and Purpose	<ul style="list-style-type: none"> <li>Did not identify the problem in the introduction.</li> </ul>	<ul style="list-style-type: none"> <li>Introduced the context (background) of the research.</li> <li>Explained the critical need and importance of the research and connected it to the real world.</li> <li>Identified the purpose of research in the introduction. <i>"The purpose was..."</i></li> </ul>	<ul style="list-style-type: none"> <li>Explained the science behind the problem using scientific terms.</li> <li>Cited sources when explaining the background and purpose. <i>"According to..."</i></li> </ul>	
Research Question	<ul style="list-style-type: none"> <li>Did not state the research question.</li> </ul>	<ul style="list-style-type: none"> <li>Identified the research question. <i>"We wanted to know whether/how / why..."</i> <i>"Our research question was..."</i></li> <li>The research question was clearly related to the topic and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Research question was clear with language about the independent variable's relationship with the dependent variable. <i>"Our research question was how does ___ affect ___ ?"</i></li> </ul>	
Hypothesis	<ul style="list-style-type: none"> <li>Did not state a hypothesis.</li> </ul>	<ul style="list-style-type: none"> <li>Stated the hypothesis. <i>"Our hypothesis was..."</i></li> <li>Provided reasoning for the particular hypothesis. <i>"We hypothesized that ___ because..."</i></li> </ul>	<ul style="list-style-type: none"> <li>Cited evidence when explaining the reasoning for the hypothesis. <i>"We hypothesized ___ because ___ according to ___."</i></li> </ul>	
Research Design	<ul style="list-style-type: none"> <li>Did not describe the research design or methods.</li> </ul>	<ul style="list-style-type: none"> <li>Stated type of research (experimental, descriptive, or correlational)</li> <li>Listed steps taken to conduct research and collect data.</li> <li>Identified the dependent and independent variables.</li> </ul>	<ul style="list-style-type: none"> <li>Steps were thoroughly explained so they could be repeated.</li> <li>Described and explained control variables.</li> <li>Explained why they performed or could not perform repeated investigations (trials).</li> </ul>	

Results and Conclusions	<ul style="list-style-type: none"> <li>• Did not include a graph or graph was not accurate.</li> <li>• Did not state results.</li> <li>• Did not state conclusion(s).</li> <li>• Did not address the hypothesis.</li> </ul>	<ul style="list-style-type: none"> <li>• Created an accurate graph or chart with results.</li> <li>• Included title, axis labels, axis titles, and legend if needed.</li> <li>• Used measurements in units to interpret patterns and explain results.</li> <li>• Made conclusive statements. <i>“Higher pressure causes...”</i></li> <li>• Expressed a confirmation or disconfirmation of the hypothesis.</li> </ul>	<ul style="list-style-type: none"> <li>• The graph or chart matched well with the research design and question.</li> <li>• Clearly explained how the conclusions were based on the data results and literature.</li> <li>• Clearly connected the data results to the confirmation or disconfirmation of the hypothesis.</li> <li>• Identified and explained any limitations (obstacles) in the study.</li> <li>• Explained how the findings supported, refuted, or explained original literature they researched.</li> <li>• Group circled back to the science behind the problem.</li> </ul>	
Record of Sources	<ul style="list-style-type: none"> <li>• Did not include a reference list.</li> </ul>	<ul style="list-style-type: none"> <li>• Included a reference list with at least 4 sources on the poster.</li> <li>• Internal citations were included in introduction (teacher will assess)*</li> <li>• References were in 7<sup>th</sup> edition APA style (teachers will assess)*</li> </ul>	<ul style="list-style-type: none"> <li>• Included additional sources beyond 4.</li> <li>• Included a variety of sources; one was a peer-reviewed scholarly source (teachers will assess)*</li> </ul>	
Academic Research Poster	<ul style="list-style-type: none"> <li>• Did not include some required components of the poster.</li> <li>• Introduction, methods, results, or conclusions were not clear or thorough.</li> </ul>	<ul style="list-style-type: none"> <li>• Included a title and names.</li> <li>• Wrote the abstract as a conglomeration of each of the other components: introduction, methods, results, conclusion.</li> <li>• Included a clear, thorough introduction.</li> <li>• Included clear, thorough methods.</li> <li>• Included clear, thorough results.</li> </ul>	<ul style="list-style-type: none"> <li>• Created a poster that was attractive in terms of design, colors, contrast, and font size/handwriting.</li> <li>• Included image(s) of experimentation or entities studied</li> <li>• Included figure(s) to portray content or processes (such as biogeochemical cycle)</li> <li>• Poster is grammatically correct.</li> </ul>	

		<ul style="list-style-type: none"> <li>• Included clear, thorough conclusion that discusses implications of research.</li> <li>• Included acknowledgments.</li> </ul>		
Presentation and Defense	<ul style="list-style-type: none"> <li>• Some students did not present or speak.</li> <li>• Group did not answer most of the questions.</li> </ul>	<ul style="list-style-type: none"> <li>• All group members presented.</li> <li>• Group introduced themselves and the title of the project.</li> <li>• Group answered most questions about experiment.</li> <li>• While speaking, group pointed to graphics to help audience visualize experiment and results.</li> </ul>	<ul style="list-style-type: none"> <li>• Most held attention of audience with use of eye contact.</li> <li>• Most demonstrated knowledge by answering all questions with clear explanation and elaboration.</li> <li>• Most spoke generally without using rote memory or direct scripts.</li> </ul>	

Additional comments: