

Area of Assessment	Advanced Level 4	Proficient Level 3	Competent 2	Developing 1
Question: Originality and Testability	The question is original and sophisticated. It can be answered through comprehensive scientific method.	The question is a unique perspective on a traditional project. It can be answered with the student's application of the scientific method.	The question embellishes an existing idea, is partially developed; does not address variables.	The question has no originality (canned project). It is too broad to lend itself to investigation with the scientific method. It is better suited for a research report; or is a demonstration.
Purpose	There is a definite purpose / benefit for society; timely and relevant; offers solutions to real problems.	The project has a purpose / benefit for society.	The purpose / benefit is vague.	There is no real world problem-solving connection made.
Hypothesis	Thoroughly developed with "I think ... because ..."	Sufficiently developed.	Partially developed.	Major flaws.
Materials	Complete list that details how other could replicate the results with exact measurements in metric units.	Complete list.	Partial list or does not use metric units.	Incomplete list; unable to replicate project as written.
Procedures / Organization	Easy to follow sequence of the Scientific Method. Language is clear and correct.	Easy to follow sequence of the Scientific Method. Some language errors.	Somewhat difficult to follow because of lapses of the sequence of Scientific Method.	Difficult to follow; no sequence of the Scientific Method.
Analysis	Data is clearly presented and Directly relates to hypothesis / question.	Data is reasonably presented and shows good relationship to hypothesis / question.	Data is minimally presented and shows some relationship to hypothesis / question.	Data is not presented and no relationship to hypothesis / question is evident.
Evaluation / Conclusion	A logical conclusion has been drawn from the data collected, and answers the hypothesis / question and / or raises a new hypothesis / question. Has real world application.	A logical conclusion has been drawn from the data collected.	A fairly reasonable conclusion has been drawn from the data collected.	The conclusion drawn is not shown to relate to the data collected.

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Display Board; Physical and / or Visual Presentation	Meets all proficiency level criteria; in addition, shows special use of appropriate technology or special artistic talents.	Project is visually appealing (labeled, organized, near, colorful, concise, easy to see from a distance, and contains major information and supporting detail).	Project is visually appealing, but lacks consistency in at least one area mentioned at the proficient level.	Project is complete but lacks consistency in several areas mentioned at proficiency level.
Written Presentation	Meets all criteria of proficiency level; age-appropriate computer technology evident; students use own terms and writing abilities and demonstrates advanced writing skills.	Written work is clear, well-organized, and neat; explains major points with supporting detail; writing skills at proficient level; included neat and labeled tables, charts, graphs, and other visuals as appropriate.	Written work is clear and neat; some lapses of organization; has major points with little supporting detail; writing skills at satisfactory level; included tables, charts, graphs and other visuals, but may not be well labeled or especially neat.	Written work shows disorganization and lack of focus; writing skills (sentence structure, punctuation, and/or grammar) need work; major points not clear with no supporting detail; does not include appropriate visuals.
Oral Presentation	Meets all proficiency level criteria; in addition, adds a unique dimension to oral presentation.	Explains topic in a clear, concise, well-organized manner; reviews major points and give supporting detail; voice is clear and can be heard throughout the room; maintains eye contact with audience; uses a visual aid; allows for audience participation.	Explains topic in a somewhat clear and organized manner; reviews major points and gives some detail with supportive direction from teacher or notes; voice volume and clarity erratic; visual aid difficult to see.	Explains topic in a somewhat disorganized or unclear manner; very little eye contact; reads exclusively from notes; voice cannot be heard clearly; visual aid difficult to see or understand.
Content Area Knowledge	Precise use of content area vocabulary; responds appropriately and knowledgeably to question asked and elaborates on information presented.	Precise use of content area vocabulary; responds appropriately and knowledgeable to questions asked.	Adequate use of content area vocabulary; responds appropriately and knowledgeable to most questions asked.	Minimal use of content specific vocabulary; obvious difficulty responding appropriately or knowledgeably to question asked.
Spelling / Grammar	There are no grammar or spelling mistakes. The writing is clear and makes perfect sense.	There are no grammar or spelling mistakes. The writing is clear and makes perfect sense.	There are no grammar or spelling mistakes. The writing is clear and makes perfect sense.	There are no grammar or spelling mistakes. The writing is clear and makes perfect sense.