**Individual Pre-Project Rubric**

Teacher Name: Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| CATEGORY  | 4  | 3  | 2  | 1  |
| Title  | Title is creative and clearly relates to the problem being graphed (includes dependent and independent variable). It is printed at the top of the graph.  | Title clearly relates to the problem being graphed (includes dependent and independent variable) and is printed at the top of the graph.  | A title is present at the top of the graph.  | A title is not present.  |
| Labeling of X and Y axis  | The X and Y axis has a clear, neat label that describes the units used for the independent variable (e.g, days, months, participants\' names).  | The X and Y axis has a clear label that describes the units used for the independent variable.  | The X and Y axis has a label.  | The X and Y axis is not labeled.  |
| Type of Graph Chosen  | Graph fits the data well and makes it easy to interpret.  | Graph is adequate and does not distort the data, but interpretation of the data is somewhat difficult.  | Graph distorts the data somewhat and interpretation of the data is somewhat difficult.  | Graph seriously distorts the data making interpretation almost impossible.  |
| Units  | All units are described (in a key or with labels) and are appropriately sized for the data set.  | Most units are described (in a key or with labels) and are appropriately sized for the data set.  | All units are described (in a key or with labels) but are not appropriately sized for the data set.  | Units are neither described NOR appropriately sized for the data set.  |
| Accuracy of Plot  | All points are plotted correctly and are easy to see. A ruler is used to neatly connect the points or make the bars, if not using a computerized graphing program.  | All points are plotted correctly and are easy to see.  | All points are plotted correctly.  | Points are not plotted correctly OR extra points were included.  |

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| **Data Analysis Rubric**Teacher Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |
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| CATEGORY  | 4  | 3  | 2  | 1  |
| Title  | Title is creative and clearly relates to the problem being graphed (includes dependent and independent variable). It is printed at the top of the graph.  | Title clearly relates to the problem being graphed (includes dependent and independent variable) and is printed at the top of the graph.  | A title is present at the top of the graph.  | A title is not present.  |
| Labeling of X and Y axis  | The X and Y axis has a clear, neat label that describes the units used for the independent variable (e.g, days, months, participants\' names).  | The X and Y axis has a clear label that describes the units used for the independent variable.  | The X and Y axis has a label.  | The X and Y axis is not labeled.  |
| Analysis  | Student responded to all questions with a detailed response and presented examples. No convention errors. | Student responded to most questions with a detailed response and presented examples.Few convention errors. | Student responded to some of the questions with a detailed response.Some convention errors. | Student responded to some of the questions with little detail.Multiple convention errors. |
| Type of Graph Chosen  | Graph fits the data well and makes it easy to interpret.  | Graph is adequate and does not distort the data, but interpretation of the data is somewhat difficult.  | Graph distorts the data somewhat and interpretation of the data is somewhat difficult.  | Graph seriously distorts the data making interpretation almost impossible.  |
| Units  | All units are described (in a key or with labels) and are appropriately sized for the data set.  | Most units are described (in a key or with labels) and are appropriately sized for the data set.  | All units are described (in a key or with labels) but are not appropriately sized for the data set.  | Units are neither described NOR appropriately sized for the data set.  |
| Conclusion  | Conclusion is detailed, descriptive and thoroughly explains the thought process.  | Conclusion is detailed and explains most of the conclusion.  | Conclusion has some detail and explains some of the conclusion.  | There is no conclusion.  |
| Accuracy of Plot  | All points are plotted correctly and are easy to see. A ruler is used to neatly connect the points or make the bars, if not using a computerized graphing program.  | All points are plotted correctly and are easy to see.  | All points are plotted correctly.  | Points are not plotted correctly OR extra points were included.  |

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| **Oral Presentation Rubric : Data Analysis (can be used by teacher and for peer evaluation)**Student/Group Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |
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| CATEGORY  | 4  | 3  | 2  | 1  |
| Enthusiasm  | Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.  | Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.  | Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.  | Very little use of facial expressions or body language. Did not generate much interest in topic being presented.  |
| Preparedness  | Student is completely prepared and has obviously rehearsed.  | Student seems pretty prepared but might have needed a couple more rehearsals.  | The student is somewhat prepared, but it is clear that rehearsal was lacking.  | Student does not seem at all prepared to present.  |
| Listens to Other Presentations  | Listens intently. Does not make distracting noises or movements.  | Listens intently but has one distracting noise or movement.  | Sometimes does not appear to be listening but is not distracting.  | Sometimes does not appear to be listening and has distracting noises or movements.  |
| Time-Limit  | Presentation is 2-3 minutes long.  | Presentation is 1.5 minutes long.  | Presentation is 1 minute long.  | Presentation is less than 1 minute.  |
| Volume  | Volume is loud enough to be heard by all audience members throughout the presentation.  | Volume is loud enough to be heard by all audience members at least 90% of the time.  | Volume is loud enough to be heard by all audience members at least 80% of the time.  | Volume often too soft to be heard by all audience members.  |
| Posture and Eye Contact  | Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.  | Stands up straight and establishes eye contact with everyone in the room during the presentation.  | Sometimes stands up straight and establishes eye contact.  | Slouches and/or does not look at people during the presentation.  |

Score:\_\_\_\_\_\_\_\_\_\_/24