**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:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |  | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 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. | | |
| |  | | --- | | **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