

Scoring Rubric for 6th-8th Grades

School/Team:
Grade:
Evaluator:
Total Score:



	Excellent 7-10	Accomplished 4-6	Acceptable 1-3	Score
Summary	<ul style="list-style-type: none"> ▪ Summary is clearly stated in one paragraph. ▪ Includes a statement of the problem to be solved. ▪ Includes key information discovered when researching the topic. ▪ Includes a brief description of the project design. ▪ Includes a concluding sentence ▪ The summary grabs the readers' attention. 	<ul style="list-style-type: none"> ▪ Summary is clearly stated in one paragraph. ▪ Includes a statement of the problem to be solved. ▪ Includes most summary requirements. 	<ul style="list-style-type: none"> ▪ When read alone, the summary is unclear or incomplete. 	
Introduction	<ul style="list-style-type: none"> ▪ Describes the nitrogen problem on Long Island in such a way that it shows that the writer understands the issue. ▪ Explains how LINAP works to solve nitrogen pollution. ▪ Includes any stormwater infrastructure currently on school grounds, such as pipes or drains. ▪ Describes where stormwater travels on school grounds. ▪ Interviews school staff or other means to gather information. ▪ Includes visual material to reflect the information in this section. 	<ul style="list-style-type: none"> ▪ Gives a general overview or understanding of the nitrogen problem on Long Island. Explains how LINAP seeks to solve nitrogen pollution. ▪ Includes any stormwater infrastructure currently on school grounds, such as pipes or drains. ▪ Describes where stormwater travels on school grounds. ▪ Includes limited visual material. 	<ul style="list-style-type: none"> ▪ The introduction does not demonstrate a clear understanding of the nitrogen problem on Long Island. ▪ Information is not backed by supporting interviews with school staff or research. ▪ Does not include visual material. 	
Result	<ul style="list-style-type: none"> ▪ Presents a creative idea or design to reduce nitrogen pollution on school grounds based on the research presented in the proposal. 	<ul style="list-style-type: none"> ▪ Presents a creative idea or design that could potentially reduce nitrogen pollution on school grounds but may not draw a direct connection to the research presented. 	<ul style="list-style-type: none"> ▪ Presents an idea that is not viable or does not address the problem. ▪ Does not utilize visual material. 	

	<ul style="list-style-type: none"> ▪ Includes the location on school grounds that the project would be installed and why that area was chosen ▪ Explains how the project will be an improvement over the current situation. ▪ Includes how the project supports the goals of LINAP. ▪ Utilizes visual material to support this section. 	<ul style="list-style-type: none"> ▪ Includes how the project supports LINAP's goals. ▪ Utilizes visual material to support this section. 		
Conclusion	<ul style="list-style-type: none"> ▪ Presents an explanation of how the project will benefit the school, environment, and community. ▪ Explains how the project can be used to educate others. 	<ul style="list-style-type: none"> ▪ Presents an adequate explanation of how the project will benefit the school, environment, and community. 	<ul style="list-style-type: none"> ▪ Does not address the requirements. 	
Art	<ul style="list-style-type: none"> ▪ Creative visuals were included in the proposal, making the project easier for the reader to understand. ▪ The visuals were properly labeled. ▪ Demonstrates how art was used to assist in the design of the project. 	<ul style="list-style-type: none"> ▪ Creative visuals were included which made the ideas in the project easier to understand. ▪ The visuals were properly labeled. ▪ There was little connection between the art assisting in the design of the project. 	<ul style="list-style-type: none"> ▪ Few, if any, creative visuals were included in the proposal. 	
Research	<ul style="list-style-type: none"> ▪ The proposal uses an accurate description of background research and scientific principles to support evidence-based conclusions. ▪ Experiments are performed to collect data and/or prototypes developed. 	<ul style="list-style-type: none"> ▪ The proposal uses accurate research and scientific principles to support evidence-based conclusions. 	<ul style="list-style-type: none"> ▪ The proposal uses limited research and scientific principles to support a conclusion. 	

Mechanics	<ul style="list-style-type: none"> ▪ Content is edited for spelling and grammar. ▪ All sources are cited in proper scientific format. ▪ Information specific to Long Island is cited. 	<ul style="list-style-type: none"> ▪ Content is edited for spelling and grammar with minimal errors. ▪ Sources are properly formatted. ▪ Minimal information relevant to Long Island. 	<ul style="list-style-type: none"> ▪ Content is not edited for spelling and grammar. ▪ Sources not properly formatted. ▪ Information not relevant to Long Island. 	
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