

*Kansas Junior Academy of Science  
Rubric for Use with Research Paper Score Sheet*

Name of Student \_\_\_\_\_

Title of Paper \_\_\_\_\_

Please use this rubric as a tool to help assess scores in the “*Manuscript*” section on the “*Research Paper Score Sheet*”. Please feel free to make comments on this sheet. Please hand in with “*Score Sheets*” at the completion of the oral presentations.

	<b>5</b>	<b>3</b>	<b>1</b>
<b>Investigative Question (IQ)</b>	Question is clear and complete. Easy to understand. Limited enough to determine a solution through experimentation. Question was arrived at based upon adequate preliminary observation / experimentation or literature survey.	Question is somewhat clear and/or complete. Some difficulty in understanding. Question somewhat broad but still testable. There is some evidence of preliminary observation / experimentation or background literature survey.	Question is unclear and/or incomplete. Difficult to understand. Question too broad and would need multiple experiments to determine solution. There is no evidence of preliminary observation / experimentation or background literature survey.
<b>Hypothesis</b>	Hypothesis uses a statement to answer the IQ clearly. This statement clearly defines what you are doing and what you hope to accomplish with the research.	Hypothesis attempts to use a statement to answer the IQ somewhat. This statement tries to define what you are doing and what you hope to accomplish with the research.	Hypothesis does not use a statement and/or does not answer the IQ. This statement does not define what you are doing and what you hope to accomplish with the research.
<b>Materials/ Methods</b>	All materials and steps used are identified in detail and listed neatly. Easy to understand experimental process. Written clearly in paragraph form.	Most of the materials and steps used are identified in some detail and listed somewhat neatly. Some difficulty in understanding experimental process. Written in paragraph form but hard to follow.	Materials are missing and/or are not identified in detail. Difficult to read. Difficult or unable to understand experimental process. Not written in paragraph form.
<b>Results</b>	Results are clearly written with details. Highlights all major observations. Uses appropriate charts or graphs to support.	Results are somewhat clear with most details. Highlights most major observations. Tries to use appropriate charts or graphs to support.	Results are unclear with many details missing. Few or no highlights given for major observations. Does not use appropriate charts or graphs to support.
<b>Charts/ Graphs</b>	Charts and/or graphs are complete and neatly labeled. Easy to understand and support results in a meaningful way.	Charts and/or graphs are somewhat complete and mostly labeled. Somewhat easy to understand and somewhat support results.	Charts and/or graphs are not complete and/or missing labels. Difficult to understand and do not support results.

<b>Conclusion</b>	Conclusion directly relates the results to the IQ. Discusses results in relation to other related research. Explains irregular or unexpected results. Discusses any future research plans and states the relevance of research.	Conclusion somewhat relates results to IQ. Tries to relate to other research. Tries to explain any irregular or unexpected results. Tries to state the relevance of research.	Conclusion does not relate results to the IQ or to other research. Does not try to explain irregular or unexpected results. No discussion of the relevance of research.
<b>Statistical Analysis</b>	Student used a grade-appropriate level or higher statistical analysis and used it properly to give meaningful support to experimental results and conclusions.	Student tried to use statistical analysis to give meaningful support to experimental results and conclusions but it was not used properly.	No statistics were used or the statistics that were used were very low level and/or not used properly.
<b>Organization and Format</b>	Consistent formatting. Correct spelling and grammar used. Easy to read and follow as information is presented in an organized, logical and sequential way. Writing, work cited and in-paper citations follow a consistent writing style.	Formatting varies some throughout paper. Some spelling and grammar mistakes. Fairly easy to read and follow. Information is not always presented in an organized, logical and sequential way. Writing, work cited and in-paper citations almost always follow a consistent writing style.	Formatting is very inconsistent. Many spelling and grammar mistakes. Difficult to read. Sequence of information is unorganized and difficult to follow. Writing, work cited and in-paper citations do not follow a particular writing style.
<b>References</b>	References/sources are high quality, valid, credible, current and respected. Paper has appropriate number of sources to support research and investigative question. Format is consistent with writing style used.	References/sources are good quality, somewhat valid, credible, current and respected. Paper has too many or too few sources to support research and investigative question. Format is somewhat consistent with writing style used.	References/sources are poor quality, not at all valid, credible, current or respected. Number of sources does not at all support research and investigative question. Format is not at all consistent with writing style used.
<b>Abstract</b>	Clear and concise with approximately 200 - 300 words. Reader can gain a thorough knowledge of the idea of the complete paper including a brief summary of the problem, methods, results and conclusions.	Somewhat clear and concise. Needs a little more or a little less information. Reader gains some knowledge of the complete paper. Would need to read paper to determine the research problem, methods, results and conclusions. Starting to get too lengthy with too much information from paper.	Not clear and concise. Substantially too little or too much information. Reader has no idea what complete paper is about or abstract resembles a "mini-paper".