

# 2016 SEARCH Judging Rubric

PROJECT NUMBER: \_\_\_\_\_ NAME: \_\_\_\_\_ DEPT: \_\_\_\_\_

PROJECT TITLE: \_\_\_\_\_ MENTOR: \_\_\_\_\_

CONTENT			
<p><b>LITERATURE REVIEW</b> Background information/literature review; appropriate analytical techniques, citations, sources, and/or use of data;</p> <p>How well does the student connecting knowledge to other knowledge, ideas, and experiences?</p>	<p><b>No/limited and/or inaccurate use</b> of background information/literature review; appropriate analytical techniques, citations, sources, and/or use of data</p> <p><b>0 1 2 3 4 5</b></p>	<p><b>Moderate and mostly accurate use</b> of background information/literature review; analytical techniques, citations, sources, and/or use of data</p> <p><b>6 7 8 9 10 11 12 13</b></p>	<p><b>Thorough and accurate use</b> of background information/literature review; analytical techniques, citations, sources, and/or use of data</p> <p><b>14 15 16 17 18 19 20</b></p>
<p><b>CREATIVITY &amp; ORIGINALITY</b> How does the project show creativity, originality, and innovation? How well does the student use sources of information and any data gathered to create new insights? To what degree does the student create new understanding from their research and analysis of the works of others?</p>	<p>The project shows <b>little to no</b> degree of originality in thought, emerging from an analysis of the works of others and their own research.</p> <p><b>0 1 2 3</b></p>	<p>The project shows <b>some</b> degree of originality in thought, emerging from an analysis of the works of others and their own research.</p> <p><b>4 5 6 7</b></p>	<p>The project shows a <b>strong</b> degree of originality in thought, emerging from an analysis of the works of others and their own research.</p> <p><b>8 9 10</b></p>
REASON			
<p><b>CRITICAL THINKING/PROBLEM SOLVING &amp; RESEARCH</b> What higher order thinking and/or research of project are evident or discussed by students?</p>	<p><b>Little</b> amount of critical thinking, problem solving, or research was evident</p> <p><b>0 1 2 3 4 5</b></p>	<p><b>Some</b> critical thinking; some problem solving, some research was evident</p> <p><b>6 7 8 9 10 11 12 13</b></p>	<p>Critical thinking and research was <b>firmly evident and strengthens</b> the project; plans, manage activities for informed decisions or solution</p> <p><b>14 15 16 17 18 19 20</b></p>
<p><b>LOGICAL DEVELOPMENT</b> Clear thesis/hypothesis; main points developed in logical manner with evidence/specific details; main points support thesis/hypothesis; clear conclusion</p>	<p><b>No/limited development</b> of thesis/hypothesis and conclusion; main points are poorly developed in logical manner with missing evidence/specific details; main points poorly support thesis/hypotheses.</p> <p><b>0 1 2 3</b></p>	<p><b>Moderately clear and developed</b> thesis/hypothesis and conclusion; main points are somewhat developed in clear and effective logical manner with appropriate evidence/specific details; main points moderately support thesis/hypotheses.</p> <p><b>4 5 6 7</b></p>	<p><b>Clear and well-developed</b> thesis/hypothesis and conclusion; main points are developed in clear and effective logical manner with appropriate evidence/specific details; main points clearly support thesis/hypotheses.</p> <p><b>8 9 10</b></p>
REFLECTION			
<p><b>SIGNIFICANCE</b> The presenter explained the significance of the work, and how the work contributes to broader research in the subject area.</p>	<p><b>No or little</b> evidence of significance or connection to broader research in subject area.</p> <p><b>0 1 2 3</b></p>	<p><b>Some</b> evidence of significance or connection to broader research in subject area.</p> <p><b>4 5 6 7</b></p>	<p><b>Strong</b> evidence of significance or connection to broader research in subject area.</p> <p><b>8 9 10</b></p>
<p><b>PROJECT REFLECTION</b> What would the students change? How well can the student critically assess his/her own work?</p>	<p><b>No/limited</b> reflections or critical assessment of project.</p> <p><b>0 1 2 3</b></p>	<p><b>Some</b> reflections or critical assessment of project.</p> <p><b>4 5 6 7</b></p>	<p><b>Clear and well-developed</b> reflections or critical assessment of project.</p> <p><b>8 9 10</b></p>
COMMUNICATION			
<p><b>PRESENTATION - COMMUNICATION</b> How well does the student present own research? Does the student know what he/she is talking about? If visuals are used, are they relevant and appealing; do they add to the purpose?</p>	<p>Student <b>does not</b> demonstrate a clear understanding of the project through their description. Distracting and/or inaccurate use of visuals (if used).</p> <p><b>0 1 2 3</b></p>	<p>Student <b>demonstrates some</b> understanding of the project, but delivery is somewhat disorganized. Visuals (if used) are pleasing and related to content.</p> <p><b>4 5 6 7</b></p>	<p>Student <b>clearly understands</b> project; presentation is made in well-organized &amp; professional manner. Visuals (if used) enhance content.</p> <p><b>8 9 10</b></p>
<b>TOTAL POINTS EARNED</b>		<b>FINAL SCORE</b> (OUT OF 100)	

**Additional comments from judge:**