



INTERVIEW RUBRIC: DIVISIONS 2, 4, 6

Student Researcher(s):

State:

Pathway:

Division:

Area	High Points	Medium Points	Low Points	Points Possible	Points Earned
Introduction: Two minute Self Introduction	Confident and professional, suitable for a formal business setting. Provides a concise, clear and detailed description of their Agriscience Fair project related to the award area, what they personally did to start the project and the project's current status. Answers clearly demonstrate personal ownership/responsibility for the project. (10-7 points)	Less confident and somewhat casual for a formal business setting. Provides a general view of the Agriscience Fair project and/or includes information not related to the project, does not present a detailed picture of how they personally started the project and/or is unclear about the project's current status. Answers do not clearly demonstrate personal ownership/responsibility for the project. (6-4 points)	Nervous or unsuitable for conducting business in a formal setting. Provides a vague or disorganized overview of the Agriscience Fair project and/or includes information with little to no relevance to the described project, what they personally did to start the project and/or provides little or no detail on current project status. Answers leave in doubt the implied level of personal ownership/responsibility for the project. (3-0 points)	10	
Knowledge Gained – Student 1	There is evidence the student researchers have acquired scientific skills and/or knowledge by doing the project. The student researchers exhibit knowledge of the scope and limitations of the problem selected. The project demonstrates application of skill attainment with significant measurable impact on the overall project. (15-11 points) <i>If a team member is not in attendance, score 0 points.</i>	There is some evidence that the student researchers have acquired scientific skills and/or knowledge by doing this project. The student researchers have limited knowledge of the scope and limitations of the problem selected. There is some evidence the project demonstrates application of skill attainment with some measurable impact on the overall project. (10-5 points) <i>If a team member is not in attendance, score 0 points.</i>	There is no evidence that the student researchers have acquired scientific skills and/or knowledge by doing this project. The student researchers do not recognize the scope and limitations of the problem selected. There is no evidence of the project demonstrates application of skill attainment with no measurable impact on the overall project. (4-0 points) <i>If a team member is not in attendance, score 0 points.</i>	15	

Knowledge Gained – Student 2	There is evidence the student researchers have acquired scientific skills and/or knowledge by doing the project. The student researchers exhibit knowledge of the scope and limitations of the problem selected. The project demonstrates application of skill attainment with significant measurable impact on the overall project. (15-11 points) <i>If a team member is not in attendance, score 0 points.</i>	There is some evidence that the student researchers have acquired scientific skills and/or knowledge by doing this project. The student researchers have limited knowledge of the scope and limitations of the problem selected. There is some evidence the project demonstrates application of skill attainment with some measurable impact on the overall project. (10-5 points) <i>If a team member is not in attendance, score 0 points.</i>	There is no evidence that the student researchers have acquired scientific skills and/or knowledge by doing this project. The student researchers do not recognize the scope and limitations of the problem selected. There is no evidence of the project demonstrates application of skill attainment with no measurable impact on the overall project. (4-0 points) <i>If a team member is not in attendance, score 0 points.</i>	15	
Scientific Research	The problem is clearly stated. The student researcher uses scientific facts as a basis for new conclusions. The student researcher is aware of the basic scientific principles that lend support to the methods used and conclusions reached. The research is the basis for further study. The appropriate methods and scientific design have been applied. The student researcher is aware of the empirical method and the importance of controlling the variables in order to reach valid conclusions. (30-21 points)	The problem is not clearly stated. The student researcher uses some scientific facts as a basis for new conclusions. The student researcher has limited knowledge of the basic scientific principles that lend support to the methods used and conclusions reached. With some modification, the research could be the basis for further study. Some of the appropriate methods and scientific design have been applied. The student researcher is partially aware of the empirical method and the importance of controlling the variables in order to reach valid conclusions. (20-10 points)	The problem is not stated. The student researcher does not use scientific facts as a basis for new conclusions. The student researcher is unaware of the basic scientific principles that lend support to the methods used and conclusions reached. The research cannot be the basis for further study. Inappropriate methods and a flawed scientific design have been applied. The student researcher is unaware of the empirical method and do not recognize the importance of controlling the variables in order to reach valid conclusions. (9-0 points)	30	
Collaboration	There is clear evidence of collaboration. The student researchers identified portions of the project representing the work of others. (5-4 points)	There is lack of clear evidence of collaboration, or the student researchers do not identify portions of the project representing the work of others. (3-2 points)	There is lack of clear evidence of collaboration and the student researchers do not identify portions of the project representing the work of others. (1-0 points)	5	
Peer to Peer Collaboration	There is clear evidence of collaboration. Both team members are present. (10-7 points) <i>If only one team member is present, no points will be awarded in this area.</i>	Some collaboration is evident. (6-4 points) <i>If only one team member is present, no points will be awarded in this area.</i>	There is lack of evidence of collaboration. (3-0 points) <i>If only one team member is present, no points will be awarded in this area.</i>	10	

Thoroughness/ Information	Student researchers clearly communicate the original plan and adaptations that may have been made to the study. Any adaptations made uphold the integrity of the study. Facts and principles the student researchers state are correct and accurate. All results of the experiments are reported accurately based on methodology used. Any errors and weaknesses in the study are identified, if applicable. (30-21 points)	Student researchers partially communicate the original plan and adaptations that may have been made to the study. Any adaptations made may uphold the integrity of the study. Facts and principles the student researchers state are partially correct and accurate. Most results of the experiments are reported accurately based on methodology used. Most errors and weaknesses in the study are identified, if applicable. (20-10 points)	Student researchers do not communicate the original plan and adaptations that may have been made to the study. Adaptations made do not uphold the integrity of the study. Facts and principles the student researchers state are inaccurate. Results of the experiments are not reported accurately based on methodology used. Errors and weaknesses in the study are not identified. (9-0 points)	30	
Results/ Conclusions	The student researchers use known facts to draw conclusions. Conclusions are consistent with the data and/or observations presented. The student researchers clearly share what was learned as a result of the research. The student researchers effectively communicate the results and impact of the study. (15-11 points)	The student researchers use known facts to draw conclusions. Conclusions are inconsistent with the data and/or observations presented. The student researchers ineffectively share what was learned as a result of the research. The student researchers ineffectively communicate the results and impact of the study. (10-5 points)	The student researchers do not use known facts to draw conclusions. Conclusions are inconsistent with the data and/or observations presented. The student researchers do not share what was learned as a result of the research. The student researchers do not communicate the results and impact of the study. (4-0 points)	15	

TOTAL SCORE (130 points possible) This constitutes 75% of the overall score to determine the final ranking.				
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*In the event of a tie, the winner will be determined based on the score of the written report. If a tie still exists, the tie will be broken on scores received in the following sections in order: knowledge gained, thoroughness/information, results/conclusions.