



## Prequalifying Rubric: Divisions 1-2 (Grades 7-8)

Area	High Points 5-4 points	Medium Points 3-2 points	Low Points 1-0 points	Points Possible	Points Earned
<b>Importance</b>	The importance includes a one paragraph answer for each question that clearly answers: <ul style="list-style-type: none"> <li>• Why is the topic important to the agriculture industry?</li> <li>• What problem does the investigation solve for agriculture?</li> </ul>	The importance includes a one paragraph answer for each question that vaguely answers: <ul style="list-style-type: none"> <li>• Why is the topic important to the agriculture industry?</li> <li>• What problem does the investigation solve for agriculture?</li> </ul>	The importance includes a one paragraph answer for each question that poorly answers: <ul style="list-style-type: none"> <li>• Why is the topic important to the agriculture industry?</li> <li>• What problem does the investigation solve for agriculture?</li> </ul>	10	_____ x 2 = _____
<b>Other's Work</b>	Clearly details what information currently exists concerning the research project. Reference where the information was found (website, book, article, etc..) is listed, then a paragraph written by the student researcher(s) clearly describing the reference and information it provided for each publication used.	Poorly details what information currently exists concerning the research project. Reference where the information was found (website, book, article, etc..) is listed, then a paragraph written by the student researcher(s) vaguely describes the reference and information it provided for each publication used.	Does not detail what information currently exists concerning the research project. Reference where the information was found (website, book, article, etc..) is listed, then a paragraph written by the student researcher(s) poorly describes or is not included on what the reference says for each publication used.	15	_____ x 3 = _____
<b>Materials and Methods</b>	Clearly written to enable others to replicate the study and results. Section is written in first person and encompasses all materials required. If used, the statistical procedures are included.	Not written clearly to enable others to replicate the study and results. Section may or may not be written in first person and encompasses all materials required. The statistical procedures are included but are unclear.	Written poorly so that others cannot replicate the study and results. Section is not written in first person and does not encompass all materials required. The statistical procedures are not included.	10	_____ x 2 = _____
<b>Hypothesis/ Anticipated Results</b>	Student researcher(s) clearly state the hypothesis and/or anticipated results.	Student researcher(s) vaguely state the hypothesis and/or anticipated results.	Student researcher(s) do not state or poorly state the hypothesis and/or anticipated results.	5	_____ x 1 = _____
<b>Results</b>	Written results of the project are summarized. Trends and relationships are clearly addressed. No conclusions are made in this section. Data that can stand alone in the form of tables and/or figures are included.	Written results of the project are incompletely summarized. Trends and relationships are vague. No conclusions are made in this section. Data that can stand alone in the form of tables and/or figures are sometimes included.	Written results of the project are poorly summarized. Trends and relationships are not addressed. Data is not appropriately included as tables and figures.	20	_____ x 4 = _____

Prequalifying Rubric: Divisions 1-2 (Grades 7-8) continued

Area	High Points 5-4 points	Medium Points 3-2 points	Low Points 1-0 points	Points Possible	Points Earned
<b>Discussion</b>	The discussion includes clear, detailed answers for each question: <ul style="list-style-type: none"> <li>What do the results of the study mean?</li> <li>How are they related to what others found in the "Other's Work" section?</li> </ul>	The discussion includes vague answers for each question: <ul style="list-style-type: none"> <li>What do the results of the study mean?</li> <li>How are they related to what others found in the "Other's Work" section?</li> </ul>	The discussion poorly answers each question: <ul style="list-style-type: none"> <li>What do the results of the study mean?</li> <li>How are they related to what others found in the "Other's Work" section?</li> </ul>	10	_____ x 2 = _____
<b>Conclusions</b>	The conclusion clearly states what should be done and/or changed as a result of the research. Clearly states what the next steps are to continue the research.	The conclusion vaguely states what should be done and/or changed as a result of the research. The next steps for research are unclear.	The conclusion poorly states what should be done and/or changed as a result of the research. The next steps for research are not included.	10	_____ x 2 = _____
<b>Summary</b>	The summary is two to three paragraphs describing the study conducted. Describes why the student researcher(s) chose to conduct the study, why the study is important to the agriculture industry, how the study was conducted, what was found by conducting the study, and how the results apply within the agriculture industry.	The summary is two to three paragraphs vaguely describing the study conducted. Vaguely describes why the student researcher(s) chose to conduct the study, why the study is important to the agriculture industry, how the study was conducted, what was found by conducting the study, and how the results apply within the agriculture industry.	The summary is two to three paragraphs that poorly describes the study conducted. Why the student researcher(s) chose to conduct the study, why the study is important to the agriculture industry, how the study was conducted, what was found by conducting the study, and how the results apply within the agriculture industry is unclear.	5	
<b>Acknowledgements</b>	Detailed list or paragraph is included acknowledging anyone who assisted with any aspect of the project and how they helped.	A list or paragraph is included acknowledging anyone who assisted with any aspect of the project.	A list or paragraph is not included acknowledging anyone who assisted with any aspect of the project and how they helped.	5	
<b>Skill Development</b>	All three competencies (two from primary pathway, one from any other pathway) demonstrate skills that are appropriate for the scope of the research project. The project demonstrates application of skill attainment with significant measurable impact on the overall project.	Some of the competencies somewhat demonstrate skills that are appropriate for the scope of the research project. The project demonstrates application of skill attainment with incomplete measurable impact on the overall project.	Very few competencies are listed and are not appropriate for the scope of the research project. The project does not demonstrate application of skill attainment and has no measurable impact on the overall project.	5	
<b>Spelling/ Grammar</b>	Student researcher(s) use complete sentences; no spelling or grammar errors present.	Student researcher(s) use complete sentences; minor spelling or grammar errors present.	Student researcher(s) do not use complete sentences; excessive spelling or grammar errors present.	5	

**TOTAL SCORE (100 POINTS POSSIBLE)**

This constitutes 25% of the overall score to determine final ranking

\*In the event of a tie, qualification for the agriscience fair will be based on the scores received in the following sections in order: Discussion, Conclusions, Results, Importance, Summary.

For more information, review the Agriscience Fair handbook located at [www.FFA.org/agrisciencefair](http://www.FFA.org/agrisciencefair)