

Fact Finders: K-5th Grade Rubric

Student ID: _____ Evaluator: _____ Total Score: _____/24

Category	0	1	2	3	Weight
Organization	<p>None of the following are true:</p> <ul style="list-style-type: none"> - The video/presentation is organized. - The video/presentation is 2-3 minutes long. - The information is laid out in an age-appropriate manner. 	<p>One of the following are true:</p> <ul style="list-style-type: none"> - The video/presentation is organized. - The video/presentation is 2-3 minutes long. - The information is laid out in an age-appropriate manner. 	<p>Two of the following are true:</p> <ul style="list-style-type: none"> - The video/presentation is organized. - The video/presentation is 2-3 minutes long. - The information is laid out in an age-appropriate manner. 	<p>All of the following are true:</p> <ul style="list-style-type: none"> - The video/presentation is organized. - The video/presentation is 2-3 minutes long. - The information is laid out in an age-appropriate manner. 	x1
Creativity	<p>None of the following are true:</p> <ul style="list-style-type: none"> - The video/presentation is presented in a creative manner. - The video/presentation is informative. - The video/presentation leaves the evaluator persuaded or impressed. 	<p>One of the following are true:</p> <ul style="list-style-type: none"> - The video/presentation is presented in a creative manner. - The video/presentation is informative. - The video/presentation leaves the evaluator persuaded or impressed. 	<p>Two of the following are true:</p> <ul style="list-style-type: none"> - The video/presentation is presented in a creative manner. - The video/presentation is informative. - The video/presentation leaves the evaluator persuaded or impressed. 	<p>All of the following are true:</p> <ul style="list-style-type: none"> - The video/presentation is presented in a creative manner. - The video/presentation is informative. - The video/presentation leaves the evaluator persuaded or impressed. 	X1

Identification	None of the following are true: <ul style="list-style-type: none"> - Student identifies a STEM phenomenon. - Student identifies why they chose their specific STEM phenomenon. - Student explains how they thought the STEM phenomenon worked before finding the facts. 	One of the following are true or all are somewhat true: <ul style="list-style-type: none"> - Student identifies a STEM phenomenon. - Student identifies why they chose their specific STEM phenomenon. - Student explains how they thought the STEM phenomenon worked before finding the facts. 	Two of the following are true or all are mostly true: <ul style="list-style-type: none"> - Student identifies a STEM phenomenon. - Student identifies why they chose their specific STEM phenomenon. - Student explains how they thought the STEM phenomenon worked before finding the facts. 	All of the following are true and well done: <ul style="list-style-type: none"> - Student identifies a STEM phenomenon. - Student identifies why they chose their specific STEM phenomenon. - Student explains how they thought the STEM phenomenon worked before finding the facts. 	X3
Finding the Facts	None of the following are true: <ul style="list-style-type: none"> - Student identifies how their STEM phenomenon works. - Student uses factual information to describe how their STEM phenomenon works. - Student explains how they learned more information about their STEM phenomenon. 	One of the following are true or all are somewhat true: <ul style="list-style-type: none"> - Student identifies how their STEM phenomenon works. - Student uses factual information to describe how their STEM phenomenon works. - Student explains how they learned more information about their STEM phenomenon. 	Two of the following are true or all are mostly true: <ul style="list-style-type: none"> - Student identifies how their STEM phenomenon works. - Student uses factual information to describe how their STEM phenomenon works. - Student explains how they learned more information about their STEM phenomenon. 	All of the following are true and well done: <ul style="list-style-type: none"> - Student identifies how their STEM phenomenon works. - Student uses factual information to describe how their STEM phenomenon works. - Student explains how they learned more information about their STEM phenomenon. 	X3

The 0-3 score for each criterion will be multiplied by the multiplier number in the final column then added together to find the final score.