Name(s): _____ Class: _____

Check off list For Your Research Write Up

DUE: 703 and 706 THURSDAY, JAN. 8th 701 and 705 FRIDAY, JANUARY 9TH (ACCEPTED EARLY)

Grade on Research Facts: _____ Parent/Guardian Signature: _____

Step 1. Do you have all your research and source information?

- ❑ Have you been asked to conduct more research? Then conduct more research.
- ❑ Do you need to reformat any bibliographies? Then reformat the bibliographies.

Step 2. Organize your questions.

- ❑ Organize questions from **general questions to specific questions**
  Look at the research sheet on the solubility lab. It starts very general with "What is a solution?" (Perhaps it should have started with "What is solubility?") The questions then get more and more specific. Until the reasoning that will be used in the hypothesis has been CLEARLY LAID OUT IN THE RESEARCH!

- ❑ *If you have a partner,* you should each make your own list and compare. Are they the same? If they are the same, GREAT! If they are not the same, rework your list together.
- ❑ *If you do not have a partner,* share your list with a friend. Ask them if they think the list goes from general to specific.

Step 3. Write

Intro: Briefly say what you are going to say.
Body/Questions: Say it.
Conclusion: Say what you said.

When someone reads your lab report, one should be able to become fully informed about your topics by reading your research section (your research write up). It as if you are leading the witness (the reader), providing the witness with the answers (so your hypothesis is almost obvious)!

- ❑ Type and answer your questions. Write the question followed by the answer. Make sure the answer actually matches the question being asked.
- ❑ We are working backwards – Now write an introductory paragraph for the research section that **includes a grabber and your question**.

  For example for the solubility lab:
  "Why is it that you can make your hot tea so much sweeter than your iced tea? There has to be a reason. The purpose of this experiment is to explore how the temperature of a solvent affects the amount of solute that can be dissolved into it. In order to better understand this, the research will explore solubility, concentration, the different types of solution, and finally temperature."
- ❑ Wrap up sentence(s). Brief Summary of the topics you covered.
  Briefly say what you said.

Formatting Notes:

- ❑ Your paper must be typed. No hand written papers will be accepted. If you do not have access to a computer at home, arrangements can be made for you to have access to one at school (either in the classroom or the computer lab).
- ❑ Proofread your work for grammatical and spelling mistakes

Step 4. Bibliography

- ❑ Create your bibliography using the guidelines in the style manual or on easybib.com
- ❑ BIBLIOGRAPHY written in capital letters on a new page.
- ❑ Sources alphabetized
- ❑ In total you must have at least five sources – 1 science book, 1 website, 1 physical science textbook, and 2 of your choice.

Coming up in January: Hypothesis and Design Plan!

Name(s): _____ Class: _____

Science Fair Research Write Up and Bibliography Rubric

Score Categories	Above Average to Excellent	Average to Above Average	Below Average	Redo Required
Introduction (___/10)	Includes a **grabber**. **Introduces** the main **question** of the project. Provides a **preview of the topics** to be covered. (8-10 pts)	Is missing the grabber but includes the other elements of the introduction – Introduces the main question of the project. Provides a preview of the topics to be covered. (5-7 pts)	Missing two elements of the introductory paragraph. (2-4 pts)	Does not include an introduction. (0-1 pts)
Content (___/40)	**Fully addresses** all of the general and specific **questions**. Contains **excellent factual detail**. All information is relevant to the main question of the project. Demonstrates a **mastery of the topics** involved in the project. (31-40 pts)	Addresses most of the general and specific questions. Contains some factual detail. All information is relevant to the main question of the project. Demonstrates an understanding of the topics involved in the project. (21-30 pts)	Addresses some of the general and specific questions. Contains minimal factual detail. Some information is relevant to the main question of the project. Demonstrates a developing understanding of the topics involved in the project. (11-20 pts)	Addresses some of the general and specific questions. Contains minimal factual detail. Most information is NOT relevant to the main question of the project. Demonstrates a minimal understanding of the topics involved in the project. (0-10 pts)
Organization /Mechanics (___/30)	Questions are **well organized from general to specific** as they relate to the main question. Few, if any, grammatical, spelling, or punctuation errors. (22-30 pts)	Some suggested reorganization for questions from general to specific as they relate to the main question. Few grammatical, spelling, or punctuation errors. (15-21 pts)	Major suggestions in reorganization for questions from general to specific as they relate to the main question. Few grammatical, spelling, or punctuation errors. (7-14 pts)	Major suggestions in reorganization for questions from general to specific as they relate to the main question. Many grammatical, spelling, or punctuation errors. (0-7 pts)
Bibliography (___/20)	**Properly formatted bibliography** entries. **Alphabetized.** BIBLIOGRPAHY as title of page. (16-20 pts)	Minor errors in the bibliography format. May not be Alphabetized OR BIBLIOGRPAHY not title of page. (11-15 pts)	Errors in the bibliography format. Not alphabetize and no title. (6-10 pts)	No bibliography. Or major errors in formatting of all entries, no alphabetization, and no title. (0-5 pts)
Final Grade (_____/100)				
Comments:				