



Science Portfolio Exhibition—Evaluation Sheet

Student _____ **Grade Level** [9th] [10th] **Date** _____

Evaluator Names: _____ , _____

Directions to evaluators: Interview student—total time 10-15 minutes. Start by asking for a “tour” of their display. Do not try to read all the text of their longer papers and web pages; let the students summarize content, and focus on their reflective writing pieces. Celebrate their work. Take interest in it. Point out things that you like. Casually give cool feedback if it comes naturally. Try to keep the student doing most of the talking. Ease into asking probing questions that challenge the student to articulate their scientific thinking in a sophisticated way. Ask them to use their pieces of work as examples in answering such questions as:

- What is science?
- How is scientific truth revealed?
- How do you design a good experiment?
- How do you decide upon and communicate your level of confidence or certainty in a scientific explanation?
- What makes a good scientific question?
- How do you “prove” or “disprove” something?
- How well do you understand the science concepts you studied?
- Ask any questions that will help you fill in rubrics on the other side of this page.

Write notes in the space below during the interview: (These should be informal, quick observations and reactions during the interview.)

(Over, please.)

Interview

<i>Verbal Fluency</i>	Poor (Way below expectations)	Fair (Below expectations)	Good (Meets expectations)	Excellent (Exceeds expectations)	Outstanding (<i>Far</i> exceeds expectations)
Helps keep the conversation going.					
Offers thoughts without being asked.					
Expresses ideas clearly.					
Uses appropriate vocabulary.					
Organizes thoughts coherently.					
Responds to questions and comments.					
Appropriate etiquette; polite.					

Comments:

<i>Critical Thinking</i>	Poor (Way below expectations)	Fair (Below expectations)	Good (Meets expectations)	Excellent (Exceeds expectations)	Outstanding (<i>Far</i> exceeds expectations)
Understands scientific method.					
Can think out effective experimental designs.					
Understands how to control variables.					
Understands need for replicating experiments.					
Strong logic and reasoning.					
Connects specific examples to generalizations.					
Integrates and applies science concepts.					
Assesses reliability of information.					

Display

<i>Graphic Design</i>	Poor (Way below expectations)	Fair (Below expectations)	Good (Meets expectations)	Excellent (Exceeds expectations)	Outstanding (<i>Far</i> exceeds expectations)
Attractive. Neat.					
Effective layout.					
Clear. Easy to read and follow.					
Use of color, borders, text effects.					
Creative. Eye-catching.					
Printed text. Professional look.					

Comments:

Written reflections by course instructor

Depth:

Quality of writing:

Overall quality of work::