CONNECTICUT HIGH SCHOOL SCIENCE AND HUMANITIES SYMPOSIUM

ORAL JUDGING RUBRIC 2025–26

Name of Student: _____

Category: _____

Name of Judge: _____

ORAL JUDGING RUBRIC (2025-26)

Rubric ranges are shown for 5 points possible.
Multiply by 2 or 3 if points possible are 10 or 15. Total points possible equal 100.

Criteria	Excellent 4-5	Satisfactory 2-3	Needs Improvement 0-1	Points Possible	Points Earned
Identification of Research Problem	• The presenter clearly demonstrates a thorough understanding of existing knowledge about the research problem. • The research problem is clearly stated and explained in detail.	• The presenter demonstrates some existing knowledge about the research problem. • The problem is stated but lacks detailed explanation.	• The presenter demonstrates little existing knowledge about the research problem. • Statement of the problem is unclear and explanation is sparse.	5	
Scientific Thought	• There is balanced presentation of relevant and legitimate information and data to support the research problem. • The presenter shows thoughtful, in-depth analysis of the topic.	• The information presented supports a central purpose or argument at times. • Analysis of the topic is basic or general.	• The central purpose is not clearly defined. • Analysis is vague or not evident.	5	

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Criteria	Excellent 4-5	Satisfactory 2-3	Needs Improvement 0-1	Points Possible	Points Earned
Creativity/Originality	• The presenter fully demonstrates their individual contributions to the project.	• The presenter only partially demonstrates their individual contributions to the project.	• The presenter does not acknowledge their individual contributions to the project.	5	
Acknowledgements	• Acknowledges major assistance received and credits anyone who helped with the project and describes in detail how they helped.	• Acknowledges major assistance received and credits anyone who helped with the project.	• Does not acknowledge major assistance received or credit those who helped.	5	
Research Design	Science: • Description of research design and procedures is detailed and shows reproducibility. • Control and variables are clearly identified and explained. Engineering, computer science, technology: • Clear, detailed description and recognition of relationship between design and end product. • Addresses economic feasibility of solution. • Solution is tested for performance under conditions of use.	Science: • Description of research design and procedures lacks some detail but shows reproducibility. • Control and variables are identified but may not be thoroughly explained. Engineering, computer science, technology: • Description and recognition of relationship between design and end product. • Partially addresses economic feasibility of solution. • Solution is tested for performance under conditions of use.	Science: • Description of research design and procedures lacks detail and does not show reproducibility. • Control and variables are poorly identified. Engineering, computer science, technology: • Very little description and recognition of relationship between design and end product. • Does not address economic feasibility of solution. • Solution is not tested for performance under conditions of use.	15	

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Criteria	Excellent 4-5	Satisfactory 2-3	Needs Improvement 0-1	Points Possible	Points Earned
Methods	• Encompasses all materials required. • Clearly states the hypothesis/research questions and explains the study design. • If used, statistical procedures are included. • A detailed narration of the steps taken to complete the experiment is included.	• Encompasses most materials required. • States the hypothesis/research questions and explains the study design. • The statistical procedures are included but are unclear. • A narration of the steps taken to complete the experiment is included but may lack detail.	• Does not encompass all materials required for the research. • Hypothesis/research questions are not stated. • The statistical procedures are not included. • Steps taken to complete the experiment are listed but are unclear.	15	
Results	• Results of the research are summarized. • Data trends are clearly addressed and analyzed. • Data that can stand alone in tables/figures are included in the paper or appendix.	• Results of the research are partially summarized. • Identification and analysis of data trends is vague. • Data that can stand alone in the form of tables/figures are sometimes included.	• Results of the research are poorly summarized. • Data trends are not addressed. • Data is not appropriately represented in tables/ figures.	15	

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Criteria	Excellent 4-5	Satisfactory 2-3	Needs Improvement 0-1	Points Possible	Points Earned
Discussion & Conclusions	• Conclusions are logical and relevant to the research problem and results of experimentation or testing. • Discussion addresses the significance of the results in detail, as well as recognizes the limits of the research. • Practical and/or theoretical implications of the research are recognized.	• Conclusions may rely on unsound reasoning and does not fully address relevance. • Discussion addresses the significance of results but lacks detail and/or only partially addresses the limits of the research. • Practical and/or theoretical implications of the research are recognized.	• Conclusions are not based on results and/or do not tie into the research problem or the relevance of results. • The significance of the results is barely discussed, and the limits of the research are not addressed. • Discussion does not recognize the practical and/or theoretical implications of the project.	15	
References	• References listed in the bibliography are significant, published, and relevant sources.	• References listed in the bibliography are somewhat significant, published, and relevant sources.	• References listed are irrelevant, insignificant, or unpublished.	5	
Communication	• Student is able to clearly communicate research results to non-specialized audience members and judges. • Student defines terms as needed and avoids overuse of technical jargon. • Responses to questions from judges are thoughtful and appropriate.	• Student is able to communicate research results to judges but may not be able to reach non-specialized audience members. • Student defines terms sometimes but uses technical jargon. • Responses to questions from judges are thoughtful and appropriate.	• Student is not able to communicate research results clearly. • Student is not able to avoid jargon or define terms used. • Student struggles to answer questions from judges and audience members.	15	
TOTAL POINTS				**100**	

Judge Comments: