

Names: Ben Raichert, Alex Towey, Shane McCanles

### Rubric

	Exceeds	Meets	Developing
Research Question	Question is clear, focused and arguable. It is unique.	Question is clear, focused and arguable.	Question is lacking clarity, focus and/or arguability.
Data Points or Number of cases	Students collect at least 100 data points.	Students collect between 50-100 data points	Students collect less than 50 data points.
Attributes	Students analyzed and compared 3 or more attributes in order to answer their question	Student analyzed 2 attributes related to the M&M's.	
Visuals (Graphs)	Students represent the information in a visual way that makes sense for the data. Students use at least 3 separate visual representations to answer their question.	Students represent the information in a visual way that makes sense for the data.	Graphs or visuals do not necessarily add to our understanding.
Presentation	Clearly answers the question. Visuals are easy to understand and visually appealing- they add to our understanding.	Presentation answers the question.	Presentation is missing certain parts of the question or does not entirely answer the question.

### Mini-Research Project- M&M's Plan

Research Question:

How does the temperature of the water affect the rate at which an m&m dissolves at?

What data will you need to collect to answer this question? Highlight or bold the attributes.

We are going to time for a minute and 30 seconds while we have m&m's in waters of different temperature, we will measure to see how much the M&M's are dissolved at the end of the given time.

Supplies needed to answer your question- **MUST BE IN CLASS ON APRIL 10th:**

1. Timer. Ipad
2. A beaker. Alex
3. A spoon just in case. Ben
4. 100 M&M's. Shane

\*Mrs. Reed will supply basic measurement tools, cylinders, scales, etc.

\*Be sure to note above who is responsible for bringing in the above supplies.

