

High School & Middle School - Scientific Explanation Rubric

	Meeting Expectations 3	Approaching Expectations 2	Beginning 1	No judgment can be made 0
Claim	<ul style="list-style-type: none"> The claim is included in the opening statement and is concise. The student is able to provide sufficient information in 1-2 sentences The claim clearly answers the question or is directly related to the problem posed. 	<ul style="list-style-type: none"> The claim is included in the opening statement The claim may be unnecessarily wordy or longer than two sentences <p style="text-align: center;">OR</p> <p>does not answer the question or is not directly related to the problem posed.</p>	<ul style="list-style-type: none"> The claim is embedded within the response, but is not included in the opening statement. The claim may be unnecessarily wordy <p style="text-align: center;">AND</p> <p>does not answer the question or is not directly related to the problem posed.</p>	<ul style="list-style-type: none"> The response does not include a claim, or the student seems to have misunderstood the question asked/problem posed and needs clarification/additional support to revise his/her work.
Evidence				
Evidence	<ul style="list-style-type: none"> Evidence comes directly after the claim. Evidence includes data in the form of numbers or anecdotal information based on scientific observation. The source of the data is cited. Multiple (more than two) pieces of evidence are used to justify the claim. Evidence presented is accurate and supports the claim. 	<ul style="list-style-type: none"> Evidence comes directly after the claim. Evidence includes data in the form of numbers or anecdotal information based on scientific observation. The source of the data is cited. Two pieces of evidence are used to justify the claim. Evidence presented is accurate and supports the claim. 	<ul style="list-style-type: none"> Evidence is present, but does not come directly after the claim. Evidence includes data, but it is unclear where the data came from. One piece of data is used to justify the claim. Evidence is present, but may be unclear, inaccurate, or fail to support the claim. 	<ul style="list-style-type: none"> The response does not include evidence or the student seems to have misunderstood the question asked/problem posed and needs clarification/additional support to revise his/her work.
Reasoning				
Reasoning	<ul style="list-style-type: none"> Reasoning comes directly after the evidence. Reasoning defends the claim and evidence by linking the two together and explaining <i>why</i> the evidence supports the claim. Reasoning includes scientific concepts, principles, theories, and/or laws based on the prompt. 	<ul style="list-style-type: none"> Reasoning comes directly after the evidence. Reasoning may defend the claim and evidence, but may also include information that could contradict the claim and does not explain <i>why</i> the evidence supports the claim. Reasoning includes scientific concepts, principles, theories, and/or laws based on the prompt. 	<ul style="list-style-type: none"> Reasoning is present, but does not come directly after the evidence. Reasoning contradicts the claim and/or evidence and does not link the evidence to the claim. Reasoning does not include scientific concepts, principles, theories, and/or laws based on the prompt. 	<ul style="list-style-type: none"> The response does not include reasoning or the student seems to have misunderstood the question asked/problem posed and needs clarification/additional support to revise his/her work.
Reasoning				

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Style	<ul style="list-style-type: none"> Formal and varied language is used. Academic vocabulary is used appropriately throughout. An objective tone is used throughout. Work may contain spelling, punctuation, capitalization, and/or other grammar mistakes, but these are few and do not detract from the reader's ability to understand the writing. Claim, evidence, and reasoning are cohesive and together they contribute to one fluid response. 	<ul style="list-style-type: none"> Formal and informal language are used, with some repetition. Some academic vocabulary is used. An objective tone is sometimes used, response may contain 'I' statements (e.g. I think that...) Work contains spelling, punctuation, capitalization, and/or grammar mistakes that may slightly detract from the reader's ability to understand the writing. One part of the response (claim, evidence, or reasoning) is separated from the rest of the response. 	<ul style="list-style-type: none"> Some formal and informal language are used, with some repetition. Academic vocabulary is limited. An objective tone is used in few areas. Work contains spelling, punctuation, capitalization and/or grammar mistakes that detract from the reader's ability to understand the writing. Claim, evidence, and reasoning are written as separate parts of the response 	<ul style="list-style-type: none"> Informal language is used. Academic vocabulary is not used. A subjective tone is used throughout. Work contains spelling, punctuation, capitalization, and/or grammar mistakes that detract from the reader's ability to understand the writing. Claim, evidence, and reasoning are missing, or are completely separate parts of the response.
Ability to craft writing in a voice appropriate to the writing while using standard conventions of the English language				