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| **Content** | **Exceeds**  **12-10** | **Meets**  **9-7** | **Approaches**  **6-4** | **Falls Below**  **3-1** |
| **Claim: A statement or conclusion that answers the question asked or the problem posed.** | Domain specific language used to state a claim that clearly responds to the focus topic. Claim stands alone as a complete statement. | Claim is stated that clearly responds to the focus topic. Claim is clear to anyone | Claim does not make appropriate connections to topic. Claim does not stand alone (someone who did not do the activity would have questions). | Claim does not stand alone or is simply answered as a yes or no based on the posed question. |
| **Evidence: Scientific data that supports the claim.** | Evidence is fully explained in detail and includes all pertinent information from the data. Numerical data is given with units when appropriate. | Evidence is provided to support claim and provides connection but is difficult to read with understanding. Numerical data has units. | Evidence is provided to support claim, but might be lacking enough detail or incomplete. May be missing numbers or units | Evidence is unclear or does not support the claim. |
| **Reasoning: A justification that connects the evidence to the claim. It shows *why the data counts as evidence* by using scientific principles.** | A scientific concept with specific vocabulary is correctly used to explain why E supports C. Student shows exemplary understanding of science concept. | A scientific concept with vocabulary is correctly stated, but is not used to connect evidence and claim. Student shows proficient understanding of science concept. | A scientific concept is stated, but may have minor errors. Claim and evidence are simply restated. Student shows base understanding of science concept. | Reasoning just repeats the claim and evidence. Understanding of science concept is not clear. |
| Reasoning skillfully explains why the evidence supports the claim, connecting the evidence to the claim. When appropriate, the hypothesis is stated and explained as either supported or rejected. | Reasoning explains why the evidence supports the claim. They hypothesis is restated but not discussed accurately. | Reasoning partially supports the claim. There is insufficient evidence from the lab and the hypothesis is not restated. | Reasoning does not support the claim or is illogical. |

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| **Writing** | **4** | **3** | **2** | **1** |
| **Style and conventions** | Style is formal and reflects an objective, scientific tone. Words, phrases, and clauses are used to create cohesion and clarify relationships among claims, reasons, and evidence. Grammar and punctuation is mainly used correctly. | The style has some feeling of formality. There are some grammatical, spelling and/or punctuation errors that do not interfere with understanding of the writing. | The style is casual or narrative. There are numerous errors in grammar, spelling and/or punctuation that may cause the reader difficulty in understanding. | The style is casual or narrative. Errors in grammar, spelling and/or punctuation inhibit the reader from understanding the writing. |
| **Citations of sources** | Makes continual and relevant references to all sources used for evidence including articles, videos, labs, teacher notes, and experiment data that may have been collected. | Makes some references to sources used for evidence including articles, videos, labs, teacher notes, and experiment data that may have been collected. References are not always relevant. | Makes few references to sources and they may not be relevant to claim or topic. | Rarely or never makes relevant references to sources used. |