

Boston Public Schools – Science Common Writing Assignment Rubric (revised 3/27/09)

Name: _____
 Date: _____ School: _____

Grade: _____ Prompt: _____
 Teacher(s): _____

	4 - Advanced	3 - Proficient	2 – Needs Improvement	1 - Warning
Scientific Claim Score: ____	<ul style="list-style-type: none"> • Clear interesting supportable claim that leads to a thoughtful and scientifically accurate statement 	<ul style="list-style-type: none"> • Clear scientifically accurate claim 	<ul style="list-style-type: none"> • Claim reveals partial understanding and includes both accurate and inaccurate details or omits important details 	<ul style="list-style-type: none"> • No identifiable statement of claim
Evidence and Science Reasoning Score: ____	<ul style="list-style-type: none"> • The scientific principle (or what we know in science) is described and used appropriately • Accurate and sufficient evidence for the claim • Explicit reasoning that links the evidence to the claim 	<ul style="list-style-type: none"> • Accurate and sufficient evidence for the claim • Explicit reasoning that links the evidence to the claim 	<ul style="list-style-type: none"> • Some accurate evidence for the claim but it is not sufficient to support it OR the evidence provided contains both accurate and inaccurate statements • Partial reasoning that links the evidence to the claim but the reasoning is not sufficient OR contains both appropriate reasoning and reasoning that does not link the evidence to the claim 	<ul style="list-style-type: none"> • No evidence or the evidence is inaccurate • No reasoning or the reasoning is inaccurate
Idea Development and Organization Score: ____	<ul style="list-style-type: none"> • Rich topic/idea development • Careful and/or subtle organization • Effective/rich use of language 	<ul style="list-style-type: none"> • Full idea development • Logical organization • Strong details • Appropriate use of language 	<ul style="list-style-type: none"> • Basic idea development and/or organization • Basic supporting details • Simplistic language 	<ul style="list-style-type: none"> • Limited idea development, organization, and/or details • Little or no awareness of audience and/or task
Conventions Score: ____	<ul style="list-style-type: none"> • Control of sentence structure, grammar and usage, and mechanics • Length and complexity of response provides opportunity for student to show control of standard English conventions 	<ul style="list-style-type: none"> • Errors do not interfere with communication and/or clarity • Few errors relative to length of response or complexity of sentence structure, grammar and usage, and mechanics 	<ul style="list-style-type: none"> • Errors interfere somewhat with communication and/or clarity • Too many errors relative to the length of the response or complexity of sentence structure, grammar and mechanics 	<ul style="list-style-type: none"> • Errors seriously interfere with communication AND clarity • Little control of sentence structure, grammar and usage, and mechanics
TOTAL: ____ = ____/16 = ____%	TEACHER COMMENTS: <div style="border: 1px solid black; padding: 10px; margin-top: 20px; float: right; width: 300px;"> <input type="checkbox"/> Check this box if student did not submit a paper or if work submitted was substantially and blatantly plagiarized. In this case, the student should receive a zero in all categories. </div>			