

Boston Public Schools
Common Writing Assignment: Science Rubric 2011-2012

Name _____	Prompt _____	Class/Grade _____	Date _____	
	4	3	2	1
<p style="text-align: center;">Scientific Claim</p> <p>A statement or conclusion that answers the original question or problem.</p> <p style="text-align: right;">Score: ____</p>	<ul style="list-style-type: none"> • Clear scientifically accurate claim that is placed correctly in the context of the prompt 	<ul style="list-style-type: none"> • Scientifically accurate claim 	<ul style="list-style-type: none"> • Claim reveals partial understanding or a claim is implied but not clearly stated. 	<ul style="list-style-type: none"> • No identifiable statement of claim.
<p style="text-align: center;">Evidence</p> <p>Scientific data or information that supports the claim. The data/information needs to be relevant, accurate and sufficient to support the claim.</p> <p style="text-align: right;">Score: ____</p>	<ul style="list-style-type: none"> • Relevant, accurate and sufficient evidence is provided to support the claim 	<ul style="list-style-type: none"> • Relevant, accurate and sufficient evidence is provided to support the claim • There is additional evidence included that is not relevant to the claim. 	<ul style="list-style-type: none"> • Accurate evidence is provided but it is not sufficient to support the claim <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • There is enough evidence provided, but it contains both accurate and inaccurate statements 	<ul style="list-style-type: none"> • No evidence is provided or the evidence is inaccurate.
<p style="text-align: center;">Scientific Reasoning</p> <p>A justification that links the claim and evidence. It shows why the data and information counts as evidence by using relevant, accurate and sufficient scientific principles.</p> <p style="text-align: right;">Score: ____</p>	<ul style="list-style-type: none"> • Explicit reasoning is provided that links all evidence to the claim. • The appropriate scientific principles (what we know in science) are described and organized logically, and are used to justify why the data/information counts as evidence. • The response describes an application of the scientific principles beyond the context of the prompt. • [Middle School only -- OR includes an effective rebuttal of alternative explanations.] 	<ul style="list-style-type: none"> • Explicit reasoning is provided that links all relevant evidence to the claim. • The appropriate scientific principles (what we know in science) are described and organized logically, and are used to justify why the data/information counts as evidence. 	<ul style="list-style-type: none"> • The reasoning does not link all relevant evidence to the claim <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • The appropriate scientific principles are not fully described or accurately used to justify why the data/information counts as evidence. 	<ul style="list-style-type: none"> • No reasoning is provided or the reasoning does not support the claim.

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<p style="text-align: center;">Rebuttal</p> <p>Recognizes and describes alternative explanations (using the same evidence or by providing counter evidence) and the reasoning for why the alternative explanation is not appropriate.</p> <p style="text-align: right;">Score: ____</p> <p><i>Rebuttal is required for High School only</i></p>	<ul style="list-style-type: none"> • A rebuttal of alternative explanations is provided that includes relevant, accurate and sufficient (counter) evidence and reasoning. 	<ul style="list-style-type: none"> • A rebuttal of alternative explanations is provided that includes relevant, accurate and sufficient (counter) evidence and reasoning. • There is additional (counter) evidence included that is not relevant to the claim. 	<ul style="list-style-type: none"> • The alternative explanations that are provided are relevant and accurate but the (counter) evidence and reasoning are insufficient. 	<ul style="list-style-type: none"> • Does not recognize that alternative explanations exist or makes an inaccurate rebuttal.
<p style="text-align: center;">Conventions</p> <p style="text-align: right;">Score: ____</p>	<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
<p style="text-align: center;">TOTAL: ____</p> <p><input type="checkbox"/> <i>No response to prompt or plagiarism receives a score of 0.</i></p>	<p>TEACHER COMMENTS:</p>			