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| **ARTICULATE A SCIENCE-RELATED ISSUE**  
What is the evidence that the student can articulate a clear issue and explain the connection between the issue and science content? | • The scientific, social or technological significance of the issue is unclear  
• Science content contains inaccuracies | • The scientific, social or technological significance of the issue is general with major gaps and leads to readily available answers  
• Science content is accurate and makes general connections to the issue | • The scientific, social or technological significance of the issue is specific with minor gaps and leads to readily available answers  
• Science content is accurate and discusses specific connections to the issue | • The scientific, social, or technological, significance of the issue is specific and comprehensive and leads to a challenging research project  
• Science content is accurate and includes a clear, detailed, and relevant discussion of the connection to the issue |
| **MAKE A CLAIM**  
What is the evidence that the student can develop a claim? | • Makes an unclear claim or irrelevant claim. | • Makes a general and relevant claim with major lapses throughout the text. | • Makes a clear, specific, and consistent claim with minor lapses throughout the text. | • Makes a clear, specific, consistent, and logical claim throughout the text. |
| **IDENTIFY EVIDENCE**  
What is the evidence that the student can use evidence (textual, data, and/or multimedia) relevant to the claim? | • Refers to evidence that is unclear or irrelevant to the claim.  
• Refers to inconsistent evidence that is irrelevant or unclear. | • Identifies limited or general evidence relevant to claim.  
• Mentions inconsistent evidence or counterclaims relevant to the claim. | • Identifies (cites) specific evidence relevant to claim.  
• Identifies (cites) inconsistent evidence or counterclaims relevant to the claim. | • Identifies (cites) and explains comprehensive, detailed evidence relevant to claim.  
• Identifies (cites) and explains inconsistent evidence and the relevant to the claim. |
| **JUSTIFY THE CLAIM**  
What is the evidence that the student can analyze evidence to justify their claim and address counterclaims? | • Analysis of evidence to justify the claim is missing, inaccurate, or unclear.  
• Analysis of counterclaim evidence to justify the claim is missing, inaccurate, or unclear. | • Analyzes and synthesizes evidence from multiple sources and used to justify the claim with major errors.  
• Analyzes and synthesizes counterclaim evidence from multiple sources to support or refute the claim with major errors. | • Analyzes and synthesizes evidence from multiple sources and used to justify the claim with minor errors.  
• Analyzes and synthesizes counterclaim evidence from multiple sources to support or refute the claim with minor errors. | • Analyzes and synthesizes evidence from multiple sources and used to accurately justify the claim.  
• Analyzes and synthesizes counterclaim evidence from multiple sources to support or refute the claim. |

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| **EVALUATE THE ARGUMENT**  
What is the evidence that the student can evaluate the argument? | • Identifies the strengths OR limitations of the argument are unclear or missing. | • Identifies and evaluates the strengths OR limitations of the argument with major errors. | • Identifies and evaluates the strengths AND limitations of the argument with minor errors. | | • Identifies and evaluates the strengths AND limitations of the argument. |
| **ORGANIZATION**  
What is the evidence that the student can clearly communicate their argument to the intended audience? | • Argument(s) are unclear or missing.  
• Language and tone are inappropriate to the purpose and audience | • Arguments(s) are disorganized, underdeveloped and/or loosely sequenced with major transition gaps  
• Language and tone are appropriate to the purpose and audience with major lapses. | • Argument(s) are organized, sufficiently developed and logically sequenced with minor transition gaps.  
• Language and tone are appropriate to the purpose and audience with minor lapses. | | • Argument(s) are organized, well developed, and logically sequenced.  
• Language and tone are appropriate to the purpose and audience. |
| **CONVENTIONS**  
What is the evidence that the student can accurately use scientific conventions* to communicate ideas to others? | • Citations within text and/or list of references or bibliography are missing.  
• Norms and conventions of scientific writing are missing. | • Citations within text OR list of references/bibliography are incomplete and/or inconsistent in format.  
• Follows the norms and conventions of scientific writing with major errors. | • Citations within text AND list of references/bibliography are complete and consistent in format with minor errors.  
• Follows the norms and conventions of scientific writing with minor errors. | | • Citations within text AND list of references/bibliography are complete, consistent in format, and accurate.  
• Follows the norms and conventions of scientific writing accurately. |

* Scientific conventions refers to the use of scientific or technical terms, visual representations, or data (qualitative or quantitative)