SCIENTIFIC LITERACY RUBRIC

SCORING DOMAIN	EMERGING		DEVELOPING		PROFICIENT		ADVANCED
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 multi-media) 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)

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