**SCIENTIFIC LITERACY RUBRIC**

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<tr>
<th>SCORING DOMAIN</th>
<th>EMERGING</th>
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<tbody>
<tr>
<td><strong>ARTICULATE A SCIENCE-RELATED ISSUE</strong></td>
<td>E / D</td>
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| 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 |
| **MAKE A CLAIM**                      | E / D    |
| 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. |
| **IDENTIFY EVIDENCE**                 | E / D    |
| 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. |
| **JUSTIFY THE CLAIM**                 | E / D    |
| 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. |

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<th>DEdeveloping</th>
<th>PROFICIENT</th>
<th>P / A</th>
<th>ADVANCED</th>
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| **ARTICULATE A SCIENCE-RELATED ISSUE** | D / P    |       | • 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 makes general connections to the issue |
| **MAKE A CLAIM**                      | D / P    |       | • Makes a clear, specific, and consistent claim with minor lapses throughout the text. |
| **IDENTIFY EVIDENCE**                 | D / P    |       | • Identifies (cites) specific evidence relevant to claim.  
• Identifies (cites) specific evidence relevant to claim. |
| **JUSTIFY THE CLAIM**                 | D / P    |       | • 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. |

| **ADVANCED** | |
|--------------| • 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 |

*Scientific Literacy Rubric was authored by Susan Schultz at Stanford Center for Assessment, Learning, & Equity (SCALE) with input from the teachers in the Ohio Performance Assessment Pilot Project.*
**SCORING DOMAIN** | **EMERGING** | **DEVELOPING** | **PROFICIENT** | **ADVANCED**
---|---|---|---|---
**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.
- Arguments(s) are disorganized, underdeveloped and/or loosely sequenced with major transition gaps.
- Arguments(s) are organized, sufficiently developed and logically sequenced with minor transition gaps.
- Argument(s) are organized, well developed, and logically sequenced.

**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)*