

# HSA Rubric for Constructed-Response Items SCIENCE

*Revised August 2000*

	<b>Level of Understanding</b>	<b>Synthesis of Information</b>	<b>Use of Supporting Details</b>	<b>Use of Accurate Scientific Terminology</b>	<b>Application of Information*</b>
<b>4</b>	The student has a <b>FULL and COMPLETE UNDERSTANDING</b> of the question or problem.	The response reflects a complete synthesis of information.	Pertinent and complete supporting details demonstrate an integration of ideas.	The response is enhanced through the use of accurate terminology to explain scientific principles.	An effective application of the concept to a practical problem or real-world situation reveals an insight into scientific principles.
<b>3</b>	The student has a <b>GOOD UNDERSTANDING</b> of the question or problem.	The response reflects some synthesis of information.	The supporting details are generally complete.	Mostly accurate terminology is used to explain scientific principles.	The concept has been applied to a practical problem or real-world situation.
<b>2</b>	The student has a <b>BASIC UNDERSTANDING</b> of the question or problem.	The response provides little or no synthesis of information.	The supporting details may be incomplete or have minor errors.	Limited accurate terminology is used to explain scientific principles.	The application of the concept to a practical problem or real-world situation is inadequate.
<b>1</b>	The student has <b>SOME UNDERSTANDING</b> of the question or problem.	The response addresses the question.	The supporting details are only minimally effective.	Little or no accurate terminology is used to explain scientific principles.	The application, if attempted, is irrelevant.
<b>0</b>	The student has <b>NO UNDERSTANDING</b> of the question of problem. The response is completely incorrect or irrelevant.				

\* On the High School Assessment, the bullet that defines application criteria will only be used when application is requested in the item stem.