SCIENCE RUBRIC

LEVEL 4
There is evidence in this response that the student has a *full and complete understanding* 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. *

LEVEL 3
There is evidence in this response that the student has a *good understanding* 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. *

LEVEL 2
There is evidence in this response that the student has a *basic understanding* 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. *

LEVEL 1
There is evidence in this response that the student has *some understanding* 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. *

LEVEL 0
There is evidence that the student has *no understanding* of the question or problem.

- The response is completely incorrect or irrelevant.

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* *On the High School Assessment, the application of a concept to a practical problem or real-world situation will be scored when it is required in the response and requested in the item stem.*