Science/Social Studies Response Rubric

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| CATEGORY | http://franchise-economist.com/wp-content/uploads/2011/03/6-Check-Mark-and-Plus-Sign1.jpg  **Meets/Exceeds Expectations (SBG Levels 3 or 4)** | **http://foodrefashionista.files.wordpress.com/2012/05/check_mark_clip_art_hight.png**  **Almost Meets Expectations (SBG Level 2.5 or 3)** | http://mmii.info/icons/Bebop/other_checkMinus.gif  **Needs Improvement (SBG Levels 2 or 1)** |
| **Answering the Question** | * Answers the question completely.      * Answers the question using help from their lab binder/notebook. * Doesn’t retell the details of the response question/prompt. | - Answers part of the question.  - May or may not use their lab notebook for help.  - Is missing a response to part of the question.  - Retells the details of the response question/prompt. | - Doesn’t really answer the question.  - Is missing a response to the question.  - Retells the details of the response question/prompt. |
| **Vocabulary Use** | - Uses vocabulary when necessary and explains how the vocabulary relates to the question. | - Uses vocabulary but doesn’t explain how the vocabulary relates to the question or to the answer given.  - Adds vocabulary that isn’t necessary to the answer. | - Uses vocabulary incorrectly.  - Doesn’t use vocabulary at all in the response when they should use vocabulary. |
| **Details -Claims/Evidence** | - Details given support the claim (answer) that is made.  - Details back up the explanation of the claim (answer).  - Does not retell the details of the prompt/question that are already stated as evidence. | - Details given somewhat support the claim (answer) that is made.  - Details somewhat back up the claim (answer) but are a little confusing.  - Retells some of the details of the prompt/question that are already stated as evidence. | - Little/no details given to support the claim (answer) that is made.  - Details do not back up the claim (answer).  - Details are very confusing.  - Retells the details of the prompt/question that are already stated as evidence. |
| **Details- Being Specific** | - Details are specific.  - The response is easy to understand because there are no “it’s”, “they”, “those”, or “things” words to identify the subject. | - Details are somewhat specific.  - The response is somewhat difficult to understand because there are non specific words used to identify the subject (such as “it” “they” “those” or “things”). | - Details are not specific.  - Too many non specific words are used to identify the subject (such as “it” “they” “those” or “things”). |
| **Mechanics** | - Good punctuation, grammar, and sentence structure make the product easy to understand.  - Has a good length to support the claim and evidence (no less than 3 detailed sentences). | - Uses okay punctuation, grammar, and sentence structure make the product somewhat easy to understand.  - Is too short. Could use a few more thoughts to make a complete claim (answer) and back up the claim (evidence) | - Punctuation, grammar, and sentence structure are difficult to read.  - The product makes little/no sense and is difficult to understand.  - Is way too short to make a complete claim (answer) and back up the claim (evidence) |

Tip: To help make sure that your response gets the highest quality marks, remember:

- Use your science binder/notebook lab sheets for help with your response.

- Check over your work when you are finished.

- Read your response aloud to yourself or have a parent read it for quality.