### PORTSMOUTH HIGH SCHOOL - SCIENCE CONCLUSION RUBRIC

<table>
<thead>
<tr>
<th>4 - Exceeds Expectations</th>
<th>3 - Meets Expectations</th>
<th>2 - Nearly Meets Expectations</th>
<th>1 - Does not meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Restates the purpose/focus question of this lab Uses technical/scientific terminology to describe purpose.</td>
<td>Restates the purpose/focus question of this lab</td>
<td>Attempts to restate the purpose/focus question of this lab</td>
<td>Does not restate the purpose/focus question of this lab</td>
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</tbody>
</table>

**In addition to the criteria for meeting expectations, the student: (not all required)**

- Includes additional claims that provide insight beyond the original purpose/focus of the lab
- Proposes further investigations, or constructs and analyzes alternative explanations that identify how conclusions might apply to different situations (Interrelationships)
- Formulates possible revisions to the experiment based on the analysis of data
- Draws independent conclusions from own data and from other outside sources
- Applies scientific reasoning, theory, and/or models to link evidence to the claims made
- Demonstrates an accurate and thorough understanding of science concepts
- Applies evidence to explain a phenomena

**Claims**
- Makes accurate quantitative and/or qualitative claim(s) based on variables
- Claim(s) completely and directly addresses the purpose/focus of the activity.

**Evidence**
- Supports each claim(s) with appropriate data or other evidence

**Reasoning**
- Explains how the evidence supports each claim and demonstrates an accurate understanding of science concepts
- Explanations communicates an accurate understanding of scientific concepts underlying the lab

**Making Greater Meaning**
- Addresses at least one of the following:
  - Discusses possible sources of error and how to minimize them in the future
  - Applications to real life situations are explained

- Nearly error free use of MLA format and standard written English (capitalization, punctuation, spelling, usage, etc.)
- Minor errors in MLA format and standard written English.
- Consistent errors in MLA format. Consistent errors in standard written English impairs readability.
- Consistent errors in MLA format. Pervasive errors in conventions of standard written English.

**Claims**
- Makes reasonable quantitative and/or qualitative claim(s) based on variables
- Claim(s) attempts to address the purpose/focus of the activity

**Evidence**
- Attempts to support each claim with data or other evidence

**Reasoning**
- Attempts to explain how the evidence supports each claim or shows a somewhat inaccurate understanding of science concepts.
- Attempts to communicate what was learned but is missing evidence to support reasoning

**Making Greater Meaning**
- Attempt s to discuss possible sources of error or to apply the investigation to real life situations, but explanations may be incomplete or flawed.

- Little or no attempt is made to discuss possible sources of error or apply the investigation to real life situations

**Claims**
- Inaccurate quantitative or qualitative claim(s) are made
- Claims do not attempt to address the purpose

**Evidence**
- No evidence is given to support the claims OR evidence does not support or relate to the claim

**Reasoning**
- Little or no attempt is made to communicate results from the investigation
- Communicates an inaccurate understanding of science concepts

**Making Greater Meaning**
- Little or no attempt is made to discuss possible sources of error or apply the investigation to real life situations

- Consistent errors in MLA format. Pervasive errors in conventions of standard written English.