Names:				Hour:		Lab Table #:	

Evidence Explanation Rubric		**Exemplary (3)**	**Adequate (2)**	**Needs Improvement (1)**	**Self- Evaluation Total Score**	**Teacher Evaluation Total Score**
Part 1: What made the nuclear bomb Little Boy, dropped on Hiroshima, different from all previously used bombs?	Degree to which the argument makes comparisons among pieces of evidence.	Student compares multiple forms of evidence in a sophisticated way.	Student reports multiple forms of evidence.	Student uses only one form of evidence.		
	Degree of depth in student's explanation.	Student explains why a mathematical model accounts for the phenomenon.	Student describes how something happened. Student links observation to mathematical concepts in isolation.	Student describes what happened by summarizing, or restating a the trend in data.		
	Degree to which evidence and explanation are integrated in written products.	Student explanation contains a claim that justifies the link between observable data and unobservable/ theoretical components.	Connections between evidence and explanations are implied but not fully described.	Student reports of data are sandwiched in between descriptions of what happened.		
Part 2: How did it cause a loss of life after detonation and for decades to come?	Degree to which the argument makes comparisons among pieces of evidence.	Student compares multiple forms of evidence in a sophisticated way.	Student reports multiple forms of evidence.	Student uses only one form of evidence.		
	Degree of depth in student's explanation.	Student explains why a mathematical model accounts for the phenomenon.	Student describes how something happened. Student links observation to mathematical concepts in isolation.	Student describes what happened by summarizing, or restating a the trend in data.		
	Degree to which evidence and explanation are integrated in written products.	Student explanation contains a claim that justifies the link between observable data and unobservable/ theoretical components.	Connections between evidence and explanations are implied but not fully described.	Student reports of data are sandwiched in between descriptions of what happened.		