

PORTSMOUTH HIGH SCHOOL - SCIENCE CONCLUSION RUBRIC

4 - Exceeds Expectations	3 - Meets Expectations	2 - Nearly Meets Expectations	1 - Does not meet Expectations
Restates the purpose/focus question of this lab <i>Uses technical/scientific terminology to describe purpose.</i>	Restates the purpose/focus question of this lab	Attempts to restate the purpose/focus question of this lab	Does not restate the purpose/focus question of this lab
<p><i>In addition to the criteria for meeting expectations, the student: (not all required)</i></p> <ul style="list-style-type: none"> 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 	<p>Claims</p> <ul style="list-style-type: none"> Makes accurate quantitative and/or qualitative claim(s) based on variables Claim(s) completely and directly addresses the purpose/focus of the activity. 	<p>Claims</p> <ul style="list-style-type: none"> Makes reasonable quantitative and/or qualitative claim(s) based on variables Claim(s) attempts to address the purpose/focus of the activity 	<p>Claims</p> <ul style="list-style-type: none"> Inaccurate quantitative or qualitative claim(s) are made Claims do not attempt to address the purpose
	<p>Evidence</p> <ul style="list-style-type: none"> Supports each claim(s) with appropriate data or other evidence 	<p>Evidence</p> <ul style="list-style-type: none"> Attempts to support each claim with data or other evidence 	<p>Evidence</p> <ul style="list-style-type: none"> No evidence is given to support the claims OR evidence does not support or relate to the claim
	<p>Reasoning</p> <ul style="list-style-type: none"> 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 	<p>Reasoning</p> <ul style="list-style-type: none"> 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 	<p>Reasoning</p> <ul style="list-style-type: none"> Little or no attempt is made to communicate results from the investigation Communicates an inaccurate understanding of science concepts
<p>Making Greater Meaning</p> <p>Addresses at least one of the following:</p> <ul style="list-style-type: none"> Discusses possible sources of error and how to minimize them in the future Applications to real life situations are explained 	<p>Making Greater Meaning</p> <p>Attempts to discuss possible sources of error or to apply the investigation to real life situations, but explanations may be incomplete or flawed.</p>	<p>Making Greater Meaning</p> <p>Little or no attempt is made to discuss possible sources of error or apply the investigation to real life situations</p>	
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.