

Science

Criteria	EXPERT (4)	PRACTITIONER (3)	APPRENTICE (2)	NOVICE (1)
<p>CONTENT AND ANALYSIS:</p> <p>The extent to which the response conveys complex ideas and information clearly and accurately in order to support claims in an analysis of topics or texts.</p> <ul style="list-style-type: none"> • CCLS: W. 2; R. 1-9 	<p>Demonstrate clear and logical informative/explanatory texts including scientific procedures/experiments or technical processes</p> <p>Provide a clear and logical concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>Demonstrate clear informative/explanatory texts including scientific procedures/experiments or technical processes</p> <p>Provide a clear concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>Demonstrate a general informative/explanatory text including scientific procedures/experiments or technical processes</p> <p>Provide a generic concluding statement or section that follows from and minimally supports the information or explanation presented.</p>	<p>Does not demonstrate a clear and logical informative/explanatory texts including scientific procedures/experiments or technical processes</p> <p>Provide a concluding statement or section that is not relevant and does not support the information or explanation presented.</p>
<p>COMMAND OF EVIDENCE:</p> <p>The extent to which the response presents evidence from the provided texts to support analysis and reflections</p> <ul style="list-style-type: none"> • CCLS: W.9 R.1-9 	<p>Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text</p> <p>Sustain the use of varied, relevant evidence</p>	<p>Develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text</p> <p>Sustain the use of relevant evidence, with some lack of variety</p>	<p>Partially develop the topic of the task with the use of some textual evidence, some of which may be irrelevant</p> <p>Use relevant evidence inconsistently</p>	<p>Demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is general invalid or irrelevant</p>
<p>COHERENCE, ORGANIZATION, AND STYLE: the extent to which the response logically organizes complex ideas, concepts, and information using formal style and precise language</p> <ul style="list-style-type: none"> • CCLS: W.2 L.3 L6 	<p>Introduce a topic clearly and successfully, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.</p>	<p>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p>	<p>Introduce a topic but lacks clarity, needs improvement on one or more of the following areas; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p>	<p>Introduce a topic but does not clearly organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p>
<p>CONTROL OF CONVENTIONS: the extent to which the written response demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</p> <ul style="list-style-type: none"> • CCLS: 2, L.1, L.2 	<p>Demonstrate grade-appropriate command of conventions, with few errors</p>	<p>Demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension</p>	<p>Demonstrate emerging command of conventions with some errors that may hinder comprehension</p>	<p>Demonstrate a lack of command of conventions, with frequent errors that hinder comprehension</p>
<p>Overall Level Guide 94% – 100% → EXPERT 80% – 93% → PRACTITIONER 65% – 79% → APPRENTICE 64% and Below → NOVICE</p>	<p>Next Steps</p>			

