**Claims, Evidence and Reasoning Rubric**

|  | **4** | **3** | **2** | **1** | **0** |
| --- | --- | --- | --- | --- | --- |
| **Claim** – a conclusion that answers the original question | * Accurate based on the investigation * Completely answers the question | * Accurate based on the investigation * Nearly completely answers the question | * Partially accurate based on the investigation * Partially answers the question | * Is not accurate overall * Does not adequately answer the question | No claim  or  is not based on the investigation |
| **Evidence** – specific data for the investigation that supports the claim | * The data are scientifically appropriate to support the claim * The data are complete and convincing – sufficient details and evidence provided * Provides evidence about why alternate claims do not work | * The data are scientifically appropriate to support the claim * The data are mostly sufficient and convincing, but are somewhat general, lacking specificity and depth * Alternate claims are not addressed | * The data relate to the claim, but are not entirely scientifically appropriate * The data are insufficient, though generally support the claim | * There is some evidence provided, but it is not logically linked to the claim or scientifically appropriate * The evidence provided is not based on the investigation | No evidence provided  or  is not based on the investigation |
| **Reasoning** – a thorough explanation that ties together the claim and the evidence | * Reasoning clearly links evidence to claim * Uses appropriate scientific principles to shows why the data support the claim   \*\*Scientific principles need not use academic language at this point, evaluate based on your understanding of the students’ content knowledge. | * Reasoning adequately links claim to evidence * Includes related scientific principles, but only passably demonstrates why the data support the claim * Reasoning is general and shows partial depth of content understanding | * Reasoning does not adequately link claim to evidence * Does not demonstrate why the data support the claim * Shows little depth of content understanding | * Reasoning is clearly insufficient and relates only marginally to question and claim at hand * Scientific understanding is very limited | Does not provide reasoning  or  is not based on the investigation |
| **Language and Vocabulary** | * Clearly and effectively expresses ideas using precise, scientifically appropriate descriptions and vocabulary * Is free from grammatical errors | * Sufficiently expresses ideas and scientifically appropriate descriptions and vocabulary, but they are more general than specific * Is free from grammatical errors | * Inconsistently or inappropriately expresses ideas or scientific descriptions and vocabulary * Has minor grammatical errors | * Scientific language and vocabulary are not precise or appropriate * Has egregious grammatical errors | Not under- standable |

Rubric adapted by Kevin J. B. Anderson from K. McNeill and J. Krajcik, NSTA, and SBAC Argumentative Writing Rubric for grades 6-11