**Generic Scoring Rubric: Write a Conclusion Short Answer Item**

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| **Performance Description Correlating Value Points to Score Points** | | |
| **Performance Description** | **Value Points** | **Score Points** |
| The response demonstrates that the student understands how to construct a scientific explanation using evidence and inferential logic. Example: Include a ‘normal’ 2-pt. student response. | 4 | 2 |
| The response demonstrates that the student has partial understanding of how to construct a scientific explanation using evidence and inferential logic | 2-3 | 1 |
| The response demonstrates that the student has little or no understanding of how to construct a scientific explanation using evidence and inferential logic. | 0-1 | 0 |
| **Scoring Rubric for Awarding Value Points**  (points may vary according to the complexity of the results of the investigation) | | |
| **Attributes of a Conclusion to a Controlled Investigation** | | **Value Point** |
| The **conclusive statement** clearly answers the investigative question or clearly states or implies whether the hypothesis or prediction was correct (e.g. quote the appropriate portion of 2pt. example). | | **1** |
| **Supporting Data**: Start & finish data points are given for the **‘lowest’** condition (e.g. quote the appropriate portion of 2pt. example). | | **1** |
| **Supporting Data**: Start & finish data points are given for the **‘highest’** condition (e.g. quote the appropriate portion of 2pt. example). | | **1** |
| **Explanatory language** is used to connect or compare the supporting data to a correct conclusion (e.g. quote the appropriate portion of 2pt. example). | | **1** |
| Total Points | | **4** |
| Notes: If only data is given without a conclusion, the two value points for supporting data may **not** be awarded.   1. Supporting data must be numerical values for **both** the manipulated and responding variables (at 5th grade the changed variable may simply be referenced). 2. Average data, if given, must be reported for grades 8 and 10. Trail data, or data before the completion of the investigation, cannot be credited, except at grade 5. 3. Derived data can be credited. 4. Misquoting supporting data is a serious error and no value point may be awarded for those supporting data (i.e. establish ‘serious’ in range finding). 5. A minor arithmetic error in a calculated value or a misuse of units may be acceptable (i.e. establish ‘minor’ in range finding). 6. An unacceptable arithmetic error shall result in a 1-value point reduction. | | |