

High School Gateway Assessment – Scoring Rubrics (Landscape Orientation)

Domain 1: Development of Scientific Processes (DEV). The degree to which the writer demonstrates a depth of understanding of scientific processes through analysis, synthesis, and application of facts, concepts, and principles relevant to the assigned task.

Components and Elements

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| <ul style="list-style-type: none"> • Depth of Development <ul style="list-style-type: none"> - Connections within and across parts of the assigned task - Application and Explanation of Scientific Reasoning | <ul style="list-style-type: none"> • Response to Task • Focus/Relevance |
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	1	2	3	4	5
Response to Task	<ul style="list-style-type: none"> • Assigned task is not addressed <u>or</u> attempts to address the task are unclear or incorrect • Insufficient student writing to determine competence 	<ul style="list-style-type: none"> • Some part of the assigned task is addressed with minimal development; ideas may be listed rather than explained 	<ul style="list-style-type: none"> • Most or all parts of the assigned task are sufficiently developed with some examples and details; some details may be general 	<ul style="list-style-type: none"> • All parts of the assigned task are well developed with specific examples and details; one part may not be developed as fully as the others 	<ul style="list-style-type: none"> • All parts of the assigned task are fully elaborated with specific examples and details
Depth of Development Connections within and across parts of the assigned task Application and Explanation of Scientific Reasoning	<ul style="list-style-type: none"> • Connections are lacking, inappropriate, or incorrect • Incorrect, inappropriate, or undeveloped reasoning throughout the response 	<ul style="list-style-type: none"> • Limited or overly general connections are attempted • Limited evidence of reasoning (mixture of correct and incorrect and/or vague reasoning) 	<ul style="list-style-type: none"> • Connections are explicitly stated and developed in some parts of the response • Reasoning is clear, correct, and explained in some parts of the response 	<ul style="list-style-type: none"> • Connections are explicitly stated and well developed in most parts of the response • Reasoning is clear, correct, and explained in most parts of the response 	<ul style="list-style-type: none"> • Connections within and across parts of the task are explicitly stated and fully developed • Reasoning is exceptionally clear, correct, and explained in all parts of the response
Focus/Relevance	<ul style="list-style-type: none"> • Ideas are unclear, irrelevant, and/or repeated 	<ul style="list-style-type: none"> • Ideas may be relevant but undeveloped <u>or</u> a mixture of relevant and irrelevant ideas 	<ul style="list-style-type: none"> • Most ideas are relevant 	<ul style="list-style-type: none"> • Most or all ideas are relevant 	<ul style="list-style-type: none"> • All ideas are relevant

Domain 2: Expression of Scientific Knowledge (KNO). The degree to which the writer uses appropriate scientific vocabulary, relevant prior knowledge, information from the provided documents, and scientific representations/tools.

Components

- Prior Scientific Knowledge
- Scientific Vocabulary
- Use of Documents, Scientific Representations, and Tools (e.g., diagrams, graphics, models, symbols, and/or formulas)

	1	2	3	4	5
Prior Scientific Knowledge	<ul style="list-style-type: none"> • Prior knowledge is not demonstrated (majority of ideas are incorrect, unclear, or copied from the documents) • Insufficient student writing to determine competence 	<ul style="list-style-type: none"> • Mixture of correct and incorrect prior knowledge or may be limited to information in the provided documents • Demonstration of competence limited by the brevity of the response 	<ul style="list-style-type: none"> • Prior knowledge is generally relevant and correct 	<ul style="list-style-type: none"> • Considerable relevant and correct prior knowledge 	<ul style="list-style-type: none"> • Extensive relevant and correct prior knowledge
Scientific Vocabulary	<ul style="list-style-type: none"> • Little attempt to use scientific vocabulary or vocabulary is inappropriate to the assigned task 	<ul style="list-style-type: none"> • Control of scientific vocabulary is mixed (appropriate in some parts of the response, but inappropriate in other parts) 	<ul style="list-style-type: none"> • Scientific vocabulary is generally appropriate to the assigned task and used in most of the response 	<ul style="list-style-type: none"> • Relevant scientific vocabulary is used consistently in the response 	<ul style="list-style-type: none"> • Extensive and precise scientific vocabulary used throughout the response
Use of Documents, Scientific Representations, and Tools	<ul style="list-style-type: none"> • Provided documents, representations, and tools are not used or are used inappropriately 	<ul style="list-style-type: none"> • Mixture of appropriate and inappropriate use of provided documents, representations, and/or tools 	<ul style="list-style-type: none"> • Generally appropriate use of provided documents, representations, and/or tools 	<ul style="list-style-type: none"> • Clear and appropriate use of provided documents, representations and/or tools 	<ul style="list-style-type: none"> • Effective use of provided documents, representations, and/or tools

Domain 3: Organization of Scientific Concepts (ORG). The degree to which the writer’s ideas are arranged in a clear order, and the overall structure of the response is appropriate to the assigned task.

Components and Elements

- Linking Ideas to Demonstrate Scientific Process
 - Sequence of Scientific Ideas
 - Step-by-step Procedures (when appropriate)
 - Grouping of Scientific Ideas
 - Transitioning
- Overall Plan/Organizational Strategy appropriate to the assigned task
- Introduction/Body/Conclusion

	1	2	3	4	5
Linking Ideas to Demonstrate Scientific Process Sequence of Scientific Ideas Grouping of Scientific Ideas Transitioning	<ul style="list-style-type: none"> • Majority of ideas are not sequenced in a meaningful order • Unrelated ideas are frequently included within paragraphs • Lack of transitions or inappropriate transitions • Insufficient student writing to determine competence 	<ul style="list-style-type: none"> • Limited evidence of sequencing • Limited evidence of grouping (arrangement of ideas may be unclear in parts of the response) • Demonstration of competence limited by the brevity of the response • Limited use of transitions <u>or</u> transitions may be ineffective 	<ul style="list-style-type: none"> • Scientific ideas are generally presented in a clear sequence • Related scientific ideas are generally grouped together • Transitions link some parts of the response 	<ul style="list-style-type: none"> • Appropriate sequencing of scientific ideas within paragraphs and across some parts of the response • Related scientific ideas are consistently grouped together • Varied transitions link parts of the response and link ideas within paragraphs 	<ul style="list-style-type: none"> • Logical and appropriate sequencing of scientific ideas within paragraphs and across all parts of the response • Logical grouping of scientific ideas throughout the response • Effective and varied transitional elements link all elements of the response; transitions extend beyond the use of transitional words and phrases
Overall Plan/Organizational Strategy	<ul style="list-style-type: none"> • Attempts at organization are ineffective, haphazard, or disjointed 	<ul style="list-style-type: none"> • Little evidence of an overall organizational strategy <u>or</u> strategy is inappropriate to the assigned task 	<ul style="list-style-type: none"> • Organizational strategy is generally appropriate to the assigned task but may have some weaknesses 	<ul style="list-style-type: none"> • Most or all parts of the organizational strategy are appropriate to the assigned task 	<ul style="list-style-type: none"> • All parts of the organizational strategy are appropriate to the assigned task
Introduction/Body/Conclusion	<ul style="list-style-type: none"> • Lacks an introduction and/or conclusion 	<ul style="list-style-type: none"> • May lack an introduction or a conclusion <u>or</u> include an ineffective introduction or conclusion 	<ul style="list-style-type: none"> • Introduction is clear, and a conclusion provides closure 	<ul style="list-style-type: none"> • Introduction establishes the topic and purpose, and conclusion provides closure without repetition 	<ul style="list-style-type: none"> • Introduction establishes the topic and purpose, and conclusion provides closure without repetition; both the introduction and the conclusion are appropriate to the assigned task and the purpose of scientific writing

Domain 4: Conventions (CON). The degree to which the writer demonstrates control of sentence formation, usage, diction, and mechanics.
Components and Elements
<ul style="list-style-type: none"> • Sentence Formation (correctness, effectiveness, complexity, end punctuation, variety) • Usage/Diction (subject-verb agreement, standard word forms, pronoun-antecedent agreement, tense) • Mechanics (citation of original sources, internal punctuation, spelling, capitalization, paragraph breaks)

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Sentence Formation	<ul style="list-style-type: none"> • Frequent sentence fragments, run-ons, and incorrect sentences • Lack of sentence variety 	<ul style="list-style-type: none"> • Simple sentences may be formed correctly, but there are frequent fragments and run-ons • Little variation in sentence length and structure 	<ul style="list-style-type: none"> • Majority of sentences are formed correctly, but there may be some fragments and run-ons • Some variation in sentence length and structure 	<ul style="list-style-type: none"> • Simple, complex, and compound sentences are consistently clear and generally effective • Sentences vary in length and structure 	<ul style="list-style-type: none"> • Simple, complex, and compound sentences are clear and effective throughout the response • An extensive variety of sentence lengths, structures, and beginnings
Usage/Diction Mechanics	<ul style="list-style-type: none"> • May contain frequent and severe errors in both usage and mechanics • Errors may interfere with or obscure meaning • Insufficient student writing to determine competence 	<ul style="list-style-type: none"> • Mixture of correct and incorrect instances of usage and mechanics • Some errors may interfere with meaning • Demonstration of competence limited by the brevity of the response 	<ul style="list-style-type: none"> • Majority of response contains correct usage and mechanics, but there may be some errors in each element • Few errors interfere with meaning 	<ul style="list-style-type: none"> • Most elements of usage are consistently correct; accurate, specific words • Most elements of mechanics are consistently correct • Errors are generally minor and do not interfere with meaning 	<ul style="list-style-type: none"> • All elements of usage are consistently correct; accurate, specific, and varied words • All elements of mechanics are consistently correct • Errors are infrequent and, if present, do not interfere with meaning