UNIT 3 CLIMATE AND CLIMATE CHANGE: RUBRIC

Evaluate—Scoring Rubrics

Content Standard

4 Advanced	3 Proficient	2 Partially Proficient	1 Beginning
Student cites specific textual evidence to support analysis of science and technical texts. Student compares and contrasts the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic. Student gathers relevant information from multiple print and digital sources, using search terms effectively; assesses the credibility and accuracy of each source; and quotes or paraphrases the data and conclusions of others while avoiding plagiarism and following a standard format for citation. Student reasons abstractly and quantitatively.	Student cites specific textual evidence to support analysis of science and technical texts. Student compares and contrasts the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic. Student gathers relevant information from multiple print and digital sources, using search terms effectively; assesses the credibility and accuracy of each source; and quotes or paraphrases the data and conclusions of others while avoiding plagiarism and following a standard format for citation. Student reasons abstractly and quantitatively.	Student meets most, but not all, of the expectations for proficiency.	Student minimally demonstrates expectations for proficiency.

Student cites specific effects of human activity. Student cites specific impacts of global temperature change. Student provides examples of responses to climate change. Student demonstrates command of standard writing conventions.	Student cites specific effects of human activity. Student cites specific impacts of global temperature change. Student provides examples of responses to climate change.		

Science and Engineering Practice

4 Advanced	3 Proficient	2 Partially Proficient	1 Beginning
Student can ask questions to identify and clarify the evidence of an argument. Student demonstrates the ability to apply scientific reasoning when asking questions to identify and clarify evidence.	Student can ask questions to identify and clarify the evidence of an argument.	Student can ask questions, but has difficulty connecting the questions to identification and/or clarification of the evidence of an argument.	Student needs assistance with framing questions that can be used to identify and clarify evidence of an argument.

Crosscutting Concept

4 Advanced	3 Proficient	2 Partially Proficient	1 Beginning
Student can apply the concept that stability might be disturbed either by sudden events or gradual changes that accumulate over time and can use a time frame reference to an explanation.	Student can apply the concept that stability might be disturbed either by sudden events or gradual changes that accumulate over time.	Student can partially apply the concept that stability might be disturbed either by sudden events or gradual changes that accumulate over time.	Student has difficulty applying the concept that stability might be disturbed either by sudden events or gradual changes that accumulate over time.