

Grade 6 Science Rubric

2014-2015 NYC End-of-Year Performance Tasks

Instructions

- The following page contains the rubric to be used for the scoring of the above-named NYC Performance Task.
- The rubric is intended to be used in conjunction with the Scoring Guide for this task, which provides annotated samples of student work scored against the rubric.
- If the above-named NYC Performance Task is being administered for evaluative purposes, the End-of-Year task may be administered by the regular classroom teacher but **may not be scored** by the regular classroom teacher.
- All student work should be completed in the task booklet. All student work in the task booklet should be scored, regardless of whether the student completed or attempted every question.
- All scores should be recorded on the appropriate answer sheet.
- For assistance with scanning answer sheets, see the End-of-Year Assessment Administration Handbook.

| | Level 4 Advanced | 3.5 | Level 3 Proficient | 2.5 | Level 2 Developing | 1.5 | Level 1 Emerging | 0.5 | Level 0 No Evidence | 0.0 |
|---|--|------------|---|------------|--|------------|---|------------|---|------------|
| T1 Trait 1 Organize and Present Data 6-8.RST.7 Q1 | <ul style="list-style-type: none"> Correctly marks scale on x- and y-axis. Accurately plots all points on graph. Shows appropriate relationship between variables (e.g., by drawing a reasonable line). | | <ul style="list-style-type: none"> Correctly marks scale on x- and y-axis. Accurately plots most points on graph. Attempts to show appropriate relationship between variables. | | <ul style="list-style-type: none"> Correctly marks scale on one axis. Accurately plots some points on graph or reverses data on x- and y-axis. Attempts to show a relationship between variables, though it may be incorrect. | | <ul style="list-style-type: none"> Does not mark or incorrectly marks scale on x- and y-axis. Unclear how given data is being plotted. Relationship between variables is not present. | | <ul style="list-style-type: none"> No attempt. | |
| T2 Trait 2 Analyze Data 6-8.RST.2 Q2a | <ul style="list-style-type: none"> Uses specific evidence to clearly explain the trends in the graph. Explanation of trend is detailed and matches all data on graph. | | <ul style="list-style-type: none"> Uses some evidence to explain the trends in the graph. Explanation of trend is general and matches most data on graph. | | <ul style="list-style-type: none"> Attempts to explain a pattern in the graph with limited use of evidence. | | <ul style="list-style-type: none"> Describes what the graph looks like but does not explain trends. | | <ul style="list-style-type: none"> No attempt. | |
| T3 Trait 3 Construct Explanations 6-8.RST.1 Q2b | <ul style="list-style-type: none"> Draws a reasonable and valid conclusion, clearly interpreting specific evidence from data and background text. | | <ul style="list-style-type: none"> Draws a reasonable conclusion, interpreting some general evidence from data or background text. | | <ul style="list-style-type: none"> Draws a reasonable conclusion; use of evidence or reasoning is limited. | | <ul style="list-style-type: none"> Describes what he/she thinks happened but does not use evidence to draw a conclusion. | | <ul style="list-style-type: none"> No attempt. | |
| T4 Trait 4 Critique a Hypothesis 6-8.RST.8 Q3 | <ul style="list-style-type: none"> Correctly identifies strengths and limitations in hypothesis. Cites specific evidence from the experiment and background text. | | <ul style="list-style-type: none"> Correctly identifies strengths and limitations in hypothesis. Cites some specific evidence from the experiment or background text. | | <ul style="list-style-type: none"> Identifies either a strength or limitation in hypothesis. Cites general information from the experiment or background text. | | <ul style="list-style-type: none"> Attempts to identify strength or limitation in hypothesis. | | <ul style="list-style-type: none"> No attempt. | |
| T5 Trait 5 Design an Investigation 6-8.WHST.1.a Q4 | <ul style="list-style-type: none"> States complete hypothesis appropriate for the investigation, including a clear rationale grounded in evidence from the background text or given experiment. | | <ul style="list-style-type: none"> States hypothesis appropriate for the investigation, with a general rationale based on information from the background text or given experiment. | | <ul style="list-style-type: none"> States hypothesis that is partially appropriate for the investigation, with an incomplete or irrelevant rationale. | | <ul style="list-style-type: none"> States a hypothesis that is not relevant to the investigation. | | <ul style="list-style-type: none"> No attempt. | |
| T6 Trait 6 Design an Investigation 6-8.WHST.2 Q5 | <ul style="list-style-type: none"> Identifies additional materials appropriate for the investigation and states how they will be used. Designs and explains a clear procedure with all logical steps that could be replicated. Complete explanation of how data will be collected. Shows how data will be organized in table; data tables are appropriate and correctly titled and labeled. Explanation of how data will be analyzed is complete and appropriate for investigation. | | <ul style="list-style-type: none"> Identifies additional materials appropriate for the investigation. Designs and explains a procedure with some logical steps and some minor gaps in steps, but gaps do not impede overall understanding of the procedure. Adequate explanation of how data will be collected. Shows how data will be organized; data tables are appropriate but may be missing some titles or labels. Explanation of how data will be analyzed is appropriate for investigation but is partially complete. | | <ul style="list-style-type: none"> Identifies additional materials, but materials may not be appropriate for the investigation. Designs a procedure but does not adequately explain it; some steps may or may not be logical, and some steps critical to the investigation are missing. Attempts to explain how data will be collected. Attempts to show how data will be organized. Explanation of how data will be analyzed is vague. | | <ul style="list-style-type: none"> Repeats materials already mentioned in task; does not identify additional materials. Designs a limited or irrelevant procedure and does not explain it; steps are not logical and/or not related to investigation. Explanation for how data will be collected is unclear or not related to the investigation. Data organization is unclear or not related to the investigation. Explanation of how data will be analyzed is not related to investigation. | | <ul style="list-style-type: none"> No attempt. | |

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|--|--|-----|---|-----|---|-----|---|-----|---|-----|
| T7 Trait 7 Apply What You Learned 6-8.WHST.1.e Q6 | <ul style="list-style-type: none"> Clearly explains how the investigation will help to test hypothesis from Trait 5/6. Clearly explains why investigation will likely yield reliable data and why the variables are isolated and controlled. | | <ul style="list-style-type: none"> Adequately explains how the investigation will help to test hypothesis from Trait 5/6. Partially explains why investigation will likely yield reliable data and why the variables are isolated and controlled. | | <ul style="list-style-type: none"> Explains what will happen in the investigation but does not explain how it would help to test the hypothesis from Trait 5/6. Limited explanation of either why investigation will likely yield reliable data or why the variables are isolated and controlled. | | <ul style="list-style-type: none"> Limited description of how the investigation connects to the hypothesis, or restates design from Trait 5/6. Does not address reliable data or why the variables are isolated and controlled. | | <ul style="list-style-type: none"> No attempt. | |