CoMPASS
Concept Mapped Project-based Activity Scaffolding System

## Embedded Assessment: Rubrics

| **Activities:** | **Name/number of the common core standard** | **Rubric** | | | |
|---|---|---|---|---|---|
| Roller Coaster Ideas | Writing for Science Literacy 7 (6-8) | **1. Does not meet (content and writing expectations)**<br><br>Does not identify correct science content or identifies incorrect science<br><br>Does not use correct science terms<br><br>Does not write in complete sentences | **2. Almost meets (content and writing expectations)**<br><br>Identifies some (but not all relevant) correct science content<br><br>Uses some (but not all relevant) science terms<br><br>Writes a few complete sentences | **3. Meets (content and writing expectations)**<br><br>Identifies correct energy changes and some relationships among science ideas<br><br>Uses all relevant science terms<br><br>Writes complete sentences; uses third person | **4. Exceeds (content and writing expectations)**<br><br>Identifies correct science content explains causal connections; identifies relationships among science ideas<br><br>Uses all relevant science terms.<br><br>Explains the science correctly and in detail; explains relationships in detail; uses technical language |

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| **Activities:** | **Name/number of the common core standard** | **Rubric** | | | |
|---|---|---|---|---|---|
| All questions | Writing for Science Literacy 7 (6-8)<br><br>Also Writing for Science Literacy 4, 5, 6 (6-8) | **1. Does not meet (content and writing expectations)**<br><br>Does not write questions.<br><br>Writes questions that are not relevant to the goal. | **2. Almost meets (content and writing expectations)**<br><br>Able to write questions<br><br>Writes only "what" questions<br><br>Questions may or may not be related to the goal<br><br>Sometimes questions are stated clearly and in complete sentences | **3. Meets (content and writing expectations)**<br><br>Writes "what" questions<br><br>Writes a few "how" and "why" questions<br><br>Questions are related to the goal<br><br>Writes a few "relationship" questions"<br><br>Questions are mostly concrete such as: how does the type of track affect work?<br><br>Questions are stated clearly and in complete sentences | **4. Exceeds (content and writing expectations)**<br><br>Writes several "how" and "why" questions<br><br>Questions are related to the goal<br><br>Questions use correct science terminology<br><br>Questions include several "relationship" questions<br><br>Questions are general (abstract) and refer to physics concepts: How does friction affect work?<br><br>Questions are stated clearly and in complete sentences |
| An easy way to apply this will be to count the: number of what, how, and why questions, relationship questions and question related to the goal (challenge) | | | | | |

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| **Activities:** | **Name/number of the common core standard** | **Rubric** | | | |
|---|---|---|---|---|---|
| Hypotheses writing | Reading for Science Literacy 7<br>Writing for Science Literacy 1.b | **1. Does not meet (content and writing expectations)**<br><br>Does not identify either controlled or tested variables<br><br>Identifies variables but they are incorrect<br><br>Does not write correct if-then statements | **2. Almost meets (content and writing expectations)**<br><br>Identifies either controlled OR manipulated variables, but not both variables<br><br>Identifies variables but does not write correct if-then statements | **3. Meets (content and writing expectations)**<br><br>Identifies both controlled and manipulated variables correctly<br><br>Is able to write correct if-then statements | **4. Exceeds (content and writing expectations)**<br><br>Identifies reasoning behind if-then statements, for e.g., says if…then…*because*… |

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| **Activities:** | **Name/number of the common core standard** | **Rubric** | | | |
|---|---|---|---|---|---|
| All report-outs | Reading for Science Literacy 7<br>Writing for Science Literacy 1.b | **1. Does not meet (content and writing expectations)**<br><br>Draws incorrect inferences from data OR does not refer to the data<br><br>Does not use evidence to make claims<br><br>Does not include information from the text to support claims<br><br>Mismatch between confirming hypotheses and data | **2. Almost meets (content and writing expectations)**<br><br>Draws some correct inferences from data<br><br>Uses evidence, but not always<br><br>Uses science terms from text, but only sometimes; copies text verbatim from notes<br><br>Does not include relationships while making claims | **3. Meets (content and writing expectations)**<br><br>Draws correct inferences from data<br><br>Uses evidence to make claims<br><br>Uses science terms from text to report about data<br><br>Include relationships while making claims | **4. Exceeds (content and writing expectations)**<br><br>Shows deep understanding of the topic by using and integrating information from text and experiments; uses data to make causal claims, identifies correct relationships between science ideas |

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| **Activities:** | **Name/number of the common core standard** | **Rubric** | | | |
|---|---|---|---|---|---|
| All Final Analyses | Reading for Science Literacy 7 & 9<br>Writing for Science Literacy 1.b | **1. Does not meet (content and writing expectations)**<br><br>Draws incorrect inferences from data OR does not refer to the data<br><br>Does not use evidence to make claims<br><br>Does not include information from the text to support claims | **2. Almost meets (content and writing expectations)**<br><br>Draws some correct inferences from data<br><br>Uses evidence, but not always<br><br>Uses science terms from text, but only sometimes; copies text verbatim from notes<br><br>Does not include relationships while making claims | **3. Meets (content and writing expectations)**<br><br>Draws correct inferences from data<br><br>Uses evidence to make claims<br><br>Uses science terms from text to report about data<br><br>Include relationships while making claims<br><br>Integrates from text, simulations, class discussions and resources (acceptable way) | **4. Exceeds (content and writing expectations)**<br><br>Shows deep understanding of the topic by using and integrating information from text and experiments; uses data to make causal claims, identifies correct relationships between science ideas |

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