**Science 8: Reporting Rubric 2015/16**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  | **Beginning** |  | **Developing** |  | **Exemplary** |
| **Discovery**  • determining current condition  • identifying the problem /question  • conveying the problem/question  (tell others) | * Identifies problem inaccurately * Explanation is unclear or very vague * Group discussion doesn’t involve the problem/question * Slight future planning for investigation |  | * Accurately identifies problem or question * Clearly explains the problem/question both verbally and written * Discusses problem/ question with group * Plans out ideas for investigation |  | * Clearly and concisely conveys the problem/ question in an interesting and effective way.   Discovery is beyond normal (“wowing”) |
| **Investigation**  • collecting data or information relevant to the problem/question  • background information needed to solve the problem | * Relevant evidence is lacking * Background is unclear, insufficient or inappropriate * Evidence not clearly explained * Evidence not discussed with group * Application is not planned out clearly |  | * Collects lots of relevant evidence * Conducts sufficient and appropriate background on problem/question * Clearly explains the evidence verbally and written * Discusses evidence with group * Plans out application |  | * Appropriate and relevant evidence is collected to solve the problem/ question.   Investigation is beyond normal (“wowing”) |
| **Application**  • applying and relating data and information to the problem/question | * Evidence is not clearly applied to problem * Evidence is not used to conclude and/or apply to new questions * Evidence is not clearly explained and concluded |  | * Clearly applies the evidence to the problem/question * Uses the evidence to conclude on outcomes and future investigation * Clearly explains evidence and conclusions |  | * Evidence is clearly related and applied to problem/ question.   Application is beyond normal (“wowing”) |
| **Presentation**  • demonstrating ideas, providing evidence and convincing someone else | * Results and evidence are not clearly interpreted and evidence is not clearly logical with few visuals, demos and class involvement * Class is not clearly convinced that you’ve solved the problem |  | * Clearly interprets the results and evidence in logical order, with visuals, demonstrations, class involvement * Able to convince the class that you’ve solved the problem/ question or are close to solving it. |  | * Presentation clearly and effectively convinces others that you’ve solved the problem/ quesiton.   Presentation is beyond normal (“wowing”) |

**Additional notes to student:**