Parallels Assessment Scoring Rubric



| Name: | Date: |
|-------|-------|
| | |

| | Poor (1 pt) | Developing (2 pts) | Meeting (3 pts) |
|---|---|--|--|
| Claim (Takes a position) | Claim is not present or it does not address relevance/significance of the topic. A convincing argument is not made. | A general claim is present. Acknowledges the relevance but does not explain the importance of the topic. | A precise developed claim is present. Explains the relevancy and importance of the topic. |
| Evidence (Develops ideas with examples) | Specific reasoning for the claim is not stated. Evidence is wrong, repetitive or irrelevant. | Some reasons are more supported than others. Evidence has minor mistakes and is not explained in detail. | Claim is well-supported. Evidence is relevant, accurate and thoroughly explained. |
| Science Content/ Background | The topic is not developed and contains major mistakes. | The topic is explained, but minor mistakes are made. | Accurate scientific information is included throughout the writing. |
| Vocabulary | Science vocabulary is not used correctly. | Science vocabulary is used with minor mistakes in their definitions. | Uses a variety of science vocabulary correctly. |
| Style and Organization | Formal style is not present. Complete sentences are not used. There is no specific focus. There are major grammatical mistakes. There are no transitions between ideas. There is no clarity in the writing. | Formal style is inconsistent. Complete sentences are used but informal language is present. Main ideas are clear, but stray from the claim. Some grammatical mistakes are made. Transitions are used but do not connect ideas. | Formal style reflects an objective tone. Creates a logical structure with complete sentences and paragraphs. Focus is always on the claim. Grammar is used correctly. Transitions clarify relationships. |

Two strong components of Assessment answer:

Two components of the Assessment answer that can be improved: