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|  | 0 No Evidence | 1 Below Expectations | 2 Meets Expectations | 3 Exceeds Expectations | N/A | N/S |
| **Goal 1. Students will understand concepts in the scientific discipline and be able to apply them in relevant situations.** | | | | | | |
| *Objective A* Students will demonstrate an understanding of basic concepts in the discipline. | Does not identify or explain the basic concepts in the discipline. | Identifies and explains a few of the basic concepts in the discipline. Explanations may be incomplete and/or partially incorrect. | Identifies and explains the majority of the basic concepts in the discipline. Explanations are generally complete and correct. | Identifies and explains the basic concepts in the discipline. Explanations are accurate and thorough. |  |  |
| *Objective B* Students will be able to apply basic concepts in the discipline. | Does not identify a concept nor apply it. | Given a straightforward scenario, student identifies which concept to use but does not apply it correctly. | Given a straightforward scenario, student identifies which concept to use and applies it correctly. | Given a complex scenario, student identifies which concept to use and applies it correctly. |  |  |
| **Goal 2. Students will understand the role of experimentation in the natural sciences.** | | | | | | |
| *Objective A* Students will demonstrate an understanding of experimental design.  AND/OR | Does not identify any of the components of experimental design. | Identifies some of the components of experimental design. | Identifies most of the key components of experimental design. | Identifies all of the key components of experimental design |  |  |
| *Objective B* Students will be able to apply key components of experimental design to test a concept. | Does not design an experiment that tests a concept. | Designs an experiment that partially tests a concept. | Designs an experiment to test a concept. | Designs an experiment to test a concept using appropriate elements (replicates, controls). |  |  |
| **Goal 3. Students will be able to analyze and evaluate the limitations of collected data.** | | | | | |  |
| *Objective A* Students will be ableto interpret figures, graphs and tables. | Does not accurately interpret any graphs or tables. | Accurately interpret some graphs and tables. | Accurately interpret the majority of graphs and tables. | Accurately interprets all graphs and tables. |  |  |
| *Objective B* Students will be ableto assess the scope and limitations of collected data. | Does not identify the scope of applicability for any of the data/studies presented. | Identifies the scope of applicability for some data/studies presented. | Identifies the scope of applicability for the majority of data/studies presented. | Identifies the scope of applicability for the all data/studies presented. |  |  |
| N/A is used when the objective was not part of the original assignment. It is recorded once for the assignment, not for individual students. | | | | | |
| N/S is to be used to account for students who did not submit the assignment(s) on which the assessment is based | | | | | | |