

Kentucky Academic Standards Science Rubric	
Score	Description
<b>4</b>	<p>There is evidence in this response that the student has a complete and thorough understanding of the multi-dimensional question as evidenced by their explanation of the phenomenon and/or solution to the problem.</p> <p>The response is complete, thorough and correct and based on appropriate knowledge and skills.</p> <p>The response does not contain errors or flaws in logical thinking or those flaws are irrelevant to the accuracy of the answer.</p> <p>The response reflects complete synthesis and understanding of complex ideas.</p> <p>The response is completely coherent and based on effective application of relevant dimensions (Science and Engineering Practices (SEP) and/or Disciplinary Core Ideas (DCI) and/or Crosscutting Concepts (CCC)).</p> <p>The response integrates a solution that is completely correct and based on the principles of engineering design (if applicable).</p>
<b>3</b>	<p>There is evidence in this response that the student has a general understanding of the multi-dimensional question as evidenced by their explanation of the phenomenon and/or solution to the problem.</p> <p>The response is generally complete and the question is answered using appropriate knowledge and skills.</p> <p>The response may contain minor errors or flaws in logical thinking and those flaws may or may not be irrelevant to the accuracy of the answer.</p> <p>The response reflects a general synthesis and understanding of complex ideas.</p> <p>The response is generally coherent and based on application of relevant dimensions (SEP and/or DCI and/or CCC).</p> <p>The response integrates a solution that is generally correct and mostly based on the principles of engineering design (if applicable).</p>
<b>2</b>	<p>There is evidence in this response that the student has a limited understanding of the multi-dimensional question as evidenced by their explanation of the phenomenon and/or solution to the problem.</p> <p>The response is partially complete and/or the question is answered using limited understanding of knowledge and skills.</p> <p>The response may contain significant errors or flaws in logical thinking.</p> <p>The response reflects a limited synthesis and understanding of complex ideas.</p> <p>The response may or may not be coherent and based on some application of relevant dimensions (SEP and/or DCI and/or CCC).</p> <p>The response integrates a solution that is partly correct and may or may not be based on the principles of engineering design (if applicable).</p>
<b>1</b>	<p>There is evidence in this response that the student has a minimal understanding of the multi-dimensional question as evidenced by their explanation of the phenomenon and/or solution to the problem.</p> <p>The response is minimal and/or the question is answered using minimal understanding of knowledge and skills.</p> <p>The response may contain major significant errors or flaws in logical thinking.</p> <p>The response reflects a minimal synthesis and understanding of complex ideas.</p> <p>The response is not coherent or is not based on application of relevant dimensions (SEP and/or DCI and/or CCC).</p> <p>The response integrates a solution that is minimally correct and may or may not be based on the principles of engineering design (if applicable).</p>
<b>0</b>	<p>There is no evidence that the student has an understanding of the material related to the question being asked in terms of science content and logical thinking skills.</p> <p>The response is blank, entirely incorrect and/or irrelevant.</p>