<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
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| 4     | 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.  
The response is complete, thorough and correct and based on appropriate knowledge and skills.  
The response does not contain errors or flaws in logical thinking or those flaws are irrelevant to the accuracy of the answer.  
The response reflects complete synthesis and understanding of complex ideas.  
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)).  
The response integrates a solution that is completely correct and based on the principles of engineering design (if applicable). |
| 3     | 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.  
The response is generally complete and the question is answered using appropriate knowledge and skills.  
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.  
The response reflects a general synthesis and understanding of complex ideas.  
The response is generally coherent and based on application of relevant dimensions (SEP and/or DCI and/or CCC).  
The response integrates a solution that is generally correct and mostly based on the principles of engineering design (if applicable). |
| 2     | 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.  
The response is partially complete and/or the question is answered using limited understanding of knowledge and skills.  
The response may contain significant errors or flaws in logical thinking.  
The response reflects a limited synthesis and understanding of complex ideas.  
The response may or may not be coherent and based on some application of relevant dimensions (SEP and/or DCI and/or CCC).  
The response integrates a solution that is partly correct and may or may not be based on the principles of engineering design (if applicable). |
| 1     | 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.  
The response is minimal and/or the question is answered using minimal understanding of knowledge and skills.  
The response may contain major significant errors or flaws in logical thinking.  
The response reflects a minimal synthesis and understanding of complex ideas.  
The response is not coherent or is not based on application of relevant dimensions (SEP and/or DCI and/or CCC).  
The response integrates a solution that is minimally correct and may or may not be based on the principles of engineering design (if applicable). |
| 0     | 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.  
The response is blank, entirely incorrect and/or irrelevant. |