MYP Science Assessment Rubric

	Criteria	6-5	4-3	2-1	0
A	**One World**	The student **explains** how science is applied to addressing a specific local or global issue. The student **explains some** of the benefits **and** limitations of science in solving the issue. The student **discusses** how science and its applications interact with **some** of the following factors: social, economic, political, environmental, cultural and ethical.	The student describes how science is applied to addressing a specific local or global issue. The student **describes some** of the benefits **or** limitations of science in addressing the issue. The student **describes** how science and its applications interact with at least **one** of the following factors: social, economic, political, environmental, cultural and ethical.	The student **describes** how science is applied to addressing a specific local or global issue. The student **states some** of the benefits **or** limitations of science in addressing the issue.	The student does not reach a standard described by any of the descriptors given below.
B	**Communication in Science**	The student communicates scientific information **effectively** using **scientific language correctly**. The student presents all the information **appropriately** using symbolic and/or visual representation accurately according to the task. The student acknowledges sources of information **appropriately**.	The student communicates scientific information using **scientific language**. The student presents most of the information appropriately using symbolic and/or visual representation according to the task. The student acknowledges sources of information **with occasional errors**.	The student **attempts** to communicate scientific information using **some scientific language**. The student presents some of the information in an appropriate form using some symbolic or visual representation when appropriate. The student attempts to acknowledge sources of information but this is **inaccurate**.	The student does not reach a standard described by any of the descriptors given below.
C	**Knowledge and Understanding of Science**	The student explains scientific ideas and concepts and applies scientific understanding to solve **problems in familiar and unfamiliar situations**. The student **analyzes** and **evaluates** scientific information by making **scientifically supported judgments** about the information, the validity of the ideas or the quality of the work.	The student **explains** scientific ideas and concepts and applies scientific understanding to solve **problems in familiar situations**. The student **analyzes** scientific information by identifying parts, relationships or causes. The student provides an **explanation** that shows understanding.	The student **recalls** some scientific ideas and concepts and applies these to solve **simple problems**.	The student does not reach a standard described by any of the descriptors given below.
D	**Scientific Inquiry**	The student **defines** the purpose of the investigation, **formulates a testable hypothesis** and **explains** the hypothesis using scientific reasoning. The student identifies the relevant variables and **explains how to manipulate** them. The student **evaluates** the method commenting on its **reliability** and/or **validity.** The student suggests improvements to the method and makes suggestions for further inquiry when relevant.	The student **defines** the purpose of the investigation and provides an **explanation/prediction**, but this is not fully developed. The student acknowledges **some of the variables** involved and describes how to manipulate them. The method suggested is **complete** and includes appropriate materials/equipment. The **evaluation** of the method **is partially developed.**	The student **attempts to define** the purpose of the investigation and makes references to variables but these are **incomplete** or not fully developed, the method suggested is **partially complete.** The **evaluation** of the method **is either absent or incomplete.**	The student does not reach a standard described by any of the descriptors given below.
E	**Processing Data**	The student organizes and transforms data into numerical and diagrammatic forms and presents it logically and clearly using appropriate communication modes. The student **explains trends, patterns or relationships** in the data, comments on the reliability of the data, draws a **clear conclusion** based on the correct interpretation of the data and explains it using **scientific reasoning.**	The student organizes and **transforms** data into **numerical and diagrammatic forms** and presents it using **appropriate communication modes.** The student draws a **conclusion consistent with the data.**	The student **organizes** and presents data using **simple numerical or diagrammatic forms** and draws an **obvious conclusion.**	The student does not reach a standard described by any of the descriptors given below.
F	**Attitudes in Science**	The student **works largely independently**; uses equipment with precision and skill; **pays close attention to safety** and deals responsibly with the living and non-living environment. The student consistently **works effectively as part of a team**, collaborating with others and respecting their views.	The student uses most equipment competently but might require occasional guidance; on most occasions **pays attention to safety** and works responsibly with the living and non-living environment. The student **generally cooperates** well with other students.	The student requires **guidance** and **supervision** when using laboratory equipment. The student can work safely and cooperate with others but may **need reminders**.	The student does not reach a standard described by any of the descriptors given below.