**Analyzing and Interpreting** Name Per.

**results (AIR): SEPUP & STATE scoring rubric** Today’s Date

|  |  |  |
| --- | --- | --- |
| **SEPUP**  **Score** | **Characterized by** | **Official State Scoring Rubric** |
| **4** | * Student carefully looks at *data*, and explains it in a very detailed and thoughtful way, including any trends or patterns noticed. * Student makes a detailed *conclusion* fully based on the data. * Student makes a detailed explanation of possible *sources of error*, including where the errors might come from, how big the errors are, and how those errors would affect the results. * Student suggests and explains other ways to gather more data to more accurately answer question. | **State Score = 6:** given to paper that meets all bullets for a State score of 5. |
| **State Score = 5:**  • Analyzes relevant data and forms a comprehensive explanation (including patterns and trends) and relates the results of the investigation to other scientific information.  • Clearly communicates the conclusions including sources, magnitude, and significant sources of error and possible affect on results.  • Relates detailed results to question or hypothesis. Suggests and outlines further investigations based on analysis of results with justification. |
| **3** | * Student looks at *data*, and explains it correctly and completely. * Student makes a *conclusion* that makes sense compared to the data. * Student describes possible *sources of error* in gathering data and how those might affect the results. | **State Score = 4:**   * Analyzes relevant data and constructs an evidence-based explanation of the results of the investigation.   • Clearly communicates the conclusions including possible sources of error and how these might affect the results.  • Relates results to question or hypothesis. Suggests relevant revisions or further investigations based on analysis of results with justification. |
| **2** | * Student looks at *data*, but explains it either incorrectly, or incompletely. * Student makes a *conclusion*, but it is either too simple, or not based on the data. * Student notices possible *sources of error* in gathering data, but incompletely, or describes errors that are too simple or aren’t that important. | **State Score = 3:**   * Partially analyzes the data. Constructs an overly general explanation of the results of the investigation.   • Communicates conclusions in a general manner; stated sources of error are irrelevant or overly formulaic.  • Partially relates results to question or hypothesis. Suggests relevant revisions to the investigation, but without justification. |
| **1** | * Student looks at *data*, but does so incorrectly, or doesn’t describe data. * Student makes a *conclusion* that is wrong or illogical, or does not make a conclusion. * Student discusses *sources of error* that are not important or don’t make sense, or does not discuss any errors. | **State Score = 2:**   * Inaccurately analyzes the data. Constructs a simplistic explanation of the results of the investigation. * Incompletely communicates conclusions; stated sources of error are missing or irrelevant. * Does not relate results to question or hypothesis. Suggested revisions are irrelevant to the investigation. |
| **State Score = 1:** given to paper that meets all bullets for a State score of 2. |