**Analyzing and Interpreting** Name Per.

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

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| **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.
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| **State Score = 1:** given to paper that meets all bullets for a State score of 2. |