

<b>SCIENTIFIC WRITING RUBRIC</b>					
<b>Bloom</b>	<b>Marzano</b>	<b>Incomplete</b>	<b>Developing</b>	<b>Competent</b>	<b>Exceptional</b>
<b>Remembering &amp; Understanding</b>	<b>Definitions, Terms, Discipline-Specific Vocabulary and Facts</b> associated with subject material used correctly	Student descriptions of scientific terms, facts, concepts, principles, theories and methods are <b>missing, minimally present, and/or not correct.</b>	Student descriptions of scientific terms, facts, concepts, principles, theories and methods are <b>somewhat complete and correct</b>	Student descriptions of scientific terms, facts, concepts, principles, theories and methods are <b>mostly complete and correct</b>	Student descriptions of scientific terms, facts, concepts, principles, theories and methods are <b>complete and correct</b>
<b>Applying</b>	<b>Knowledge Application:</b> Applies Definitions, Terms, Discipline-Specific Facts and Vocabulary in some sort of <i>Procedure or Concrete Application</i>	Applications of scientific knowledge, skills, and methods to manipulate are <b>missing and/or incorrect.</b>	Applications of scientific knowledge, skills, and methods to manipulate are <b>minimally</b> thorough, appropriate, and accurate.	Applications of scientific knowledge, skills, and methods to manipulate are <b>mostly</b> thorough, appropriate, and accurate.	Applications of scientific knowledge, skills, and methods to manipulate are <b>thorough, appropriate, and accurate.</b>
<b>Analyzing &amp; Evaluating</b>	<b>Critical Thinking:</b> Utilizes Discipline-Specific, Definitions, Terms, Facts. Applies them critically through organizational patterns: 1. Comparing & Contrasting 2. Classifying 3. Induction, 4. Deduction 5. Error Analysis 6. Constructing Support 7. Abstracting 8. Analyzing Multiple Perspectives	Student applies few or no definitions, terms, facts, concepts, principles, theories and methods and the processes associated with the scientific method to critical thinking patterns appropriate to the assignment. Most sections are incomplete or incorrectly done. <b>Writing is unorganized, ineffective, and does not approach acceptable basic standards.</b> The number and type of grammatical errors interfere with understanding.	Student applies some definitions, terms, facts, concepts, principles, theories and methods and the processes associated with the scientific method to critical thinking patterns appropriate to the assignment, but several sections of the assignment are incomplete or incorrectly done. <b>Writing is organized and effective in some parts but does not meet acceptable basic standards.</b> The number and type of grammatical errors interfere with understanding.	Student applies most definitions, terms, facts, concepts, principles, theories and methods with the necessary processes associated with the scientific method to critical thinking patterns appropriate to the assignment, but part of the assignment is incomplete or incorrectly done. <b>Writing is mostly organized and effective.</b> While grammatical errors are present, they do not interfere with understanding.	Student seamlessly applies definitions, terms, facts, concepts, principles, theories and methods with the necessary processes associated with the scientific method to critical thinking patterns appropriate to the assignment. <b>Writing is well organized and effective.</b> No grammatical errors.
<b>Creating</b>	<b>Advanced Application of Knowledge:</b> Combines knowledge, process, and critical thinking to reach complex intellectual goal(s) using one of the following: 1. Advanced Decision Making 2. Investigation 3. Experimental Inquiry 4. Problem Solving 5. Invention	Student lacks competency with applying definitions, terms, facts, concepts, principles, theories and methods and appears too unfamiliar with the scientific method process to think critically. <b>Even with constant guidance, prompting, reminding, other assistance, student cannot reach independent analysis, synthesis, and creativity of thought.</b> Writing shows lack of understanding.	Student lacks competency with applying definitions, terms, facts, concepts, principles, theories and methods and has not internalized the scientific method process in order to think critically. <b>Student cannot reach independent analysis, synthesis, and creativity of thought without constant guidance, prompting, reminding, and other forms of assistance.</b> Writing demonstrates some understanding, partly organized, represents minimal.	Student is competent with applying definitions, terms, facts, concepts, principles, theories and methods and has internalized the scientific method process in order to think critically. <b>Student cannot reach independent analysis, synthesis, and creativity of thought without some guidance and assistance.</b> Writing demonstrates clear understanding but does not arrive at level of depth.	Student has mastered definitions, terms, facts, concepts, principles, theories and methods and has internalized the scientific method process in order to employ critical thinking to reach a level of independent analysis, synthesis, and creativity of thought. <b>Information is presented originally and purposefully.</b> Writing demonstrates deep understanding of the content.

