GRADING RUBRIC
Advanced Placement Biology, Physics Honors, Physics I, Chemistry Honors, Chemistry I, Biology Honors, Biology I, Earth/Space Science Honors, Earth/Space Science & Physical Science.

Mr. Pagani

4 - Outstanding - Standing out among others of its kind; prominent (A)

CLASS PARTICIPATION AND CLASSWORK (Learning to learn)

- **Always** prepared with class materials (textbook, highlighters, rule, calculator, etc.).
- Asks questions when confused.
- Clarifies **nebulous** concepts.
- Contributes **positively** to class discussions.
- Demonstrates strategies that generate, structure, restructure, integrate, transfer, and transform knowledge in any type of setting.
- Generates new and creative ideas.
- Uses a variety of learning strategies, personal skills, and time management skills to enhance learning.

CLASSWORK

- Demonstrates **exemplary** attention to detail and content.
- Shows **consistent** effort.
- Organized and on task from **start to finish.**
- Uses prior knowledge to acquire new knowledge, develop new skills, and expand understanding.
- Gathers and uses information (studies and highlights important details in handouts, notes, etc.) effectively to gain new information and knowledge, clarifies and organizes information (annotates information using post-in notes), supports inferences and justifies conclusions appropriate to the context and audience.
- Uses and applies teacher-suggested strategies.

ACADEMIC ATTITUDE

- Takes responsibility for ones actions.
- Seriously and conscientiously focuses on classwork, homework, study habits, etc.
- Works well with others in a variety of situations to set and achieve goals.
- Respects the efforts, opinions, and feelings of peers and teacher.
- Does not do work related to other subjects during the period.
- Always remains on task during class activities.

HOMEWORK

- Demonstrates exemplary pride in completing assignments.
- Follows directions given on assignments.
- Jots down assignments in agenda books.

MAKEUP WORK

- Shows initiative (i.e.. Calls a friend the night before to find out what has been happening and what is due); does not need to be reminded of missing work; turns in work within a day or two.

TEST/QUIZ SCORES - PROJECTS

- Demonstrates and applies higher order cognitive skills.
- Demonstrates effective study skills.
- Consistently achieves high test/quiz scores.
- Completes all the required parts of the projects for the due date.
- Shows excellent presentation of the topic.
- Shows clear and accurate understanding of the topic.
- Shows many evidences of a deep investigation and research of the topic from multiple sources.
- Ensures that all details related to the topic are present and accurate. No information is missing.
- Makes correct use of scientific terms.
- Shows many evidences in the projects that most of the content is student generated: analysis, compare/contrast situations, opinions, comments, inferences, predictions, proposed solutions, interviews, advertising campaign, suggestions, and conclusions.
- Demonstrates skillful use of mathematical tools to support scientific analysis (i.e.. Tables, graphs, calculations, etc.).
- Demonstrates proficient use of computer skills to present projects: word processing, spreadsheet, graphing, power point presentation, Internet browsing, etc.
- Shows excellent writing. No errors.
- Demonstrates the knowledge acquired and the willingness to share it with peers by presenting the projects in front of the class. Uses Power Point to support the presentations and answers to the peers' questions with dominion on the topic.

LABORATORY EXPERIENCES

- Understands and properly follows all lab techniques and safety rules.
- Exhibits complete understanding of scientific inquiry and higher level thinking skills.
- Fulfills all the requirements of the lab activity and includes any necessary extension of skills or information learned to the real world.

3 - Good - "Better than average" (B)

CLASS PARTICIPATION AND CLASSWORK (Learning to learn)

- Prepared with class materials (textbook, highlighters, rule, calculator, etc.), however may have forgotten them on occasion.
- Clarifies concepts.
- Contributes to class discussions.
- Demonstrates **some** strategies that generate, structure, restructure, integrate, transfer, and transform knowledge in any type of setting.

CLASSWORK

- **Adequate** attention to detail and content.
- Shows effort.
- Organized (may or may not use available resources) and on task (however may distracted).
- **Attempts** to use prior knowledge to acquire new knowledge, develop new skills, and expand understanding
- Gathers some and uses some information (studies and highlights important details in handouts, notes, etc.) effectively to gain new information and knowledge, clarifies and organizes some information (annotates information using post-in notes), may support inferences and may justify conclusions appropriate to the context and audience.
- **May** use teacher-suggested strategies

ACADEMIC ATTITUDE

- May not take responsibility for ones actions (makes excuses).
- Concerned about classwork, homework, study habits, etc.
- Works well with others in a variety of situations to set and achieve goals.
- Respects the efforts, opinions, and feelings of peers and teacher.
- May do work related to other subjects during the period.
- Ordinarily remains on task during class activities, but needs occasional reminders to do so.

HOMEWORK

- Demonstrates pride in completing assignments.
- Shows some effort in completing assignments.
- On occasion may not follow directions given on assignments.
- Jots down assignments in agenda books.

MAKEUP WORK

- Shows some initiative (i.e.. May wait for the next day to ask teacher or peer for required assignment); may need to be reminded of missing work; turns in work a few days later.

TEST/QUIZ SCORES - PROJECTS

- May demonstrate and may apply higher order cognitive skills.
- Demonstrates adequate study skills.
- Almost all test/quiz scores are high.
- Adequately manages time.
- Shows good presentation of the topic.
- Understands the topic.

- May have extended research to more sources.
- Correct information is accurate. Few details missing.
- Proper use of scientific terms.
- Shows some evidences in the projects of student generated content (i.e.. Analysis, compare/contrast situations, opinions, comments, inferences, predictions, proposed solutions, interviews, advertising campaign, suggestions, and conclusions).
- Demonstrates proper use of mathematical tools to support scientific analysis (i.e.. Tables, graphs, calculations, etc.).
- Demonstrates proper use of computer skills to present projects: word processing, spreadsheet, graphing, power point presentation, Internet browsing, etc.
- Shows good writing. Few errors.
- Demonstrates the knowledge acquired and the willingness to share it with peers by presenting the projects in front of the class. Uses Power Point to support the presentations and answers to the peers' questions with certain dominion on the topic.

LABORATORY EXPERIENCES

- Understands and properly follows all lab techniques and safety rules but may require prompting.
- Exhibits partial understanding of scientific inquiry and higher level thinking skills.
- Fulfills all the requirements of the lab activity to include some extension of skills or information learned to the real world.

2 - Satisfactory - Giving satisfaction sufficient to meet a demand or requirement (C) - Sporadic Effort

CLASS PARTICIPATION AND CLASSWORK (Learning to learn)

- Often not prepared with class materials (textbook, highlighters, rule, calculator, etc.).
- Demonstrates **few** strategies that generate, structure, restructure, integrate, transfer, and transform knowledge in any type of setting.

CLASSWORK

- Lacks attention to detail and content.
- Shows sporadic effort.
- Lacks organizational skills.
- Easily distracted.
- Gathers few and uses few information effectively to gain new information and knowledge.
- **May** or may not use teacher-suggested strategies.

ACADEMIC ATTITUDE

- Makes excuses.
- Lacks concern about classwork, homework, study habits, etc.
- Has difficulty confronting, dealing with, and accepting failure in a mature manner.

- May or may not work well with others in a variety of situations to set and achieve goals.
- Shows limited respect towards efforts of peers and teacher.
- Does work related to other subjects during the period.
- Needs reminders to remain on task during class activities.

HOMEWORK

- Sporadic effort.

MAKEUP WORK

- Lacks initiative.
- Needs to be reminded of missing work.
- Gaps in turning in assignments.

TEST/QUIZ SCORES - PROJECTS

- Needs to improve study habits.
- Needs to work on time management.
- Test/quiz scores are lower than they should be.
- Shows an average presentation of the topic.
- Does not clearly show understanding of the topic.
- Shows too brief research on the topic. Shows vague concepts.
- Lacks almost half of the correct details.
- Limited use of scientific terms.
- Shows very few evidences in the projects of student generated content (i.e.. Analysis, compare/contrast situations, opinions, comments, inferences, predictions, proposed solutions, interviews, advertising campaign, suggestions, and conclusions).
- Demonstrates limited use of mathematical tools to support scientific analysis (i.e.. Tables, graphs, calculations, etc.).
- Demonstrates sufficient use of computer skills to present projects: word processing, spreadsheet, graphing, power point presentation, Internet browsing, etc.
- Shows use of improper English, including abbreviations, "it", "they" or other unspecified subjects.
- Shows errors in use of language and understanding.
- Shows some knowledge acquired and the willingness to share it with peers by presenting the projects in front of the class. Uses Power Point to support the presentations and vaguely answers to the peers' question.

LABORATORY EXPERIENCES

- Occasionally understands and properly follows all lab techniques and safety rules but requires prompting.
- Exhibits partial understanding of scientific inquiry and higher level thinking skills.
- Sometimes completes the requirements of the lab activity.

1 - Needs Improvement (D) - Lacks Effort

CLASS PARTICIPATION AND CLASSWORK (Learning to learn)

- Not prepared with class materials (textbook, highlighters, rule, calculator, etc.) almost on a daily basis.
- Demonstrates **few** or no strategies that generate, structure, restructure, integrate, transfer, and transform knowledge in any type of setting.

CLASSWORK

- Lacks attention to detail and content.
- Lacks effort.
- Lacks organizational skills.
- Often distracted (lacks focus).
- Gathers little or no information effectively to gain new information and knowledge.
- Does not use teacher-suggested strategies.

ACADEMIC ATTITUDE

- Makes excuses or simply is not phased at all.
- Strongly lacks concern about classwork, homework, study habits, etc.
- Does not confront, deal with, and accept failure in a mature manner.
- May or may not work well with others in a variety of situations to set and achieve goals.
- Shows limited or no respect towards efforts of peers and teacher.
- Needs constant reminders to remain on task during class activities.

HOMEWORK

- Rarely completes or does assignments.

MAKEUP WORK

- Lacks initiative.

TEST/QUIZ SCORES - PROJECTS

- Needs to improve study and work habits.
- Low Test/quiz scores.
- Shows a poor presentation of the topic.
- Does not show clear understanding of the topic.
- Shows extremely brief, vague research on the topic.
- Lacks almost three-quarters of the correct details.
- Limited use of scientific terms.
- Shows very few or no evidences in the projects of student generated content (i.e.. Analysis, compare/contrast situations, opinions, comments, inferences, predictions, proposed solutions, interviews, advertising campaign, suggestions, and conclusions).
- May or may not demonstrate limited use of mathematical tools to support scientific analysis (i.e.. Tables, graphs, calculations, etc.).
- Demonstrates insufficient use of computer skills to present projects: word processing, spreadsheet, graphing, power point presentation, Internet browsing, etc.
- Shows use of improper English, including abbreviations, "it", "they" or other unspecified subjects.

- Shows errors in use of language and understanding.
- Shows poorly written work.
- May or may not show some willingness to present projects in front of the class. Shows inadequate capacity to answer peers' questions.

LABORATORY EXPERIENCES

- Typically does not understand or follow any lab techniques or safety rules.
- Exhibits little understanding of scientific inquiry and higher level thinking skills.
- Rarely completes the requirements of the lab activity.

0 - Needs Dramatic Change (F) - No Effort

CLASS PARTICIPATION AND CLASSWORK (Learning to learn)

- Not prepared with class materials (textbook, highlighters, rule, calculator, etc.) almost on a daily basis.
- Demonstrates no strategies that generate, structure, restructure, integrate, transfer, and transform knowledge in any type of setting.

CLASSWORK

- Lacks attention to detail and content.
- Lacks effort.
- Lacks organizational skills.
- Often distracted (lacks focus).
- Gathers very little or no information effectively to gain new information and knowledge.
- Does not use teacher-suggested strategies.

ACADEMIC ATTITUDE

- Makes excuses or simply is not phased at all.
- Strongly lacks concern about classwork, homework, study habits, etc.
- Does not confront, deal with, and accept failure in a mature manner.
- Mostly does not work well with others in a variety of situations to set and achieve goals.
- Shows very limited or no respect towards efforts of peers and teacher.
- Mostly out of task during class activities.

HOMEWORK

- Does not do assignments.

MAKEUP WORK

- Lacks initiative.

TEST/QUIZ SCORES - PROJECTS

- Needs to develop study and work habits.
- Very low Test/quiz scores.
- Does not do projects or shows very poor ones. When done:
- Does not show any understanding of the topic.
- Shows practically no research on the topic, just a "copy and paste" piece from the world wide web or multimedia encyclopedia.
- Shows very few or no correct details at all.
- Shows poor use of scientific terms.

- Shows very few or no evidences in the projects of student generated content (i.e.. Analysis, compare/contrast situations, opinions, comments, inferences, predictions, proposed solutions, interviews, advertising campaign, suggestions, and conclusions).
- May or may not demonstrate limited use of mathematical tools to support scientific analysis (i.e.. Tables, graphs, calculations, etc.).
- Demonstrates insufficient use of computer skills to present projects: word processing, spreadsheet, graphing, power point presentation, Internet browsing, etc.
- Shows use of improper English, including abbreviations, "it", "they" or other unspecified subjects.
- Shows errors in use of language and understanding.
- Shows poorly written work.
- Rarely shows willingness to present projects in front of the class. In that occasion shows inadequate capacity to answer peers' questions.

LABORATORY EXPERIENCES

- Does not understands or properly follows any lab techniques or safety rules.
- Exhibits no understanding of scientific inquiry and higher level thinking skills.
- Never completes the requirements of the lab activity.

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