



# HS MISA PRACTICE TEST SCORING RUBRICS

## PRACTICE TEST ITEM #6

Score	Description
2	<p><b>There is evidence in this response that the student has a <i>complete understanding</i> of the solution to a problem or constructs a complete explanation of the question.</b></p> <ul style="list-style-type: none"> <li>• Demonstrates complete integration of the use of science and engineering practices such as modeling, engaging in argument from evidence, obtaining, evaluating, and communicating information, etc.</li> <li>• Provides a solution or explanation that is coherent and based on disciplinary core ideas</li> <li>• Reflects synthesis of understanding of complex ideas and crosscutting concepts</li> <li>• Includes an effective application of the 3 dimensions (SEP, DCI, and CCC) to a practical problem or real-world situation which demonstrates an understanding of the 3 dimensions</li> </ul>
1	<p><b>There is evidence in this response that the student has a <i>minimal understanding</i> of the solution to a problem or constructs an explanation of the question.</b></p> <ul style="list-style-type: none"> <li>• Demonstrates little or no integration of the use of science and engineering practices such as modeling, engaging in argument from evidence, obtaining, evaluating, and communicating information, etc.</li> <li>• Provides a solution or explanation that is minimally based on disciplinary core ideas</li> <li>• Reflects little or no synthesis of understanding of complex ideas and crosscutting concepts</li> <li>• Includes an application of the 3 dimensions to a practical problem or real-world situation which demonstrates a minimal understanding of the 3 dimensions</li> </ul>
0	<p><b>There is evidence that the student has <i>no understanding</i> of the solution to a problem or the question.</b></p> <ul style="list-style-type: none"> <li>• The response is completely incorrect, too vague, or irrelevant to the solution or question</li> </ul>
Blank	No response.

**PRACTICE TEST ITEM #12**

Score	Description
4	<p><b>There is evidence in this response that the student has a <i>full and complete understanding</i> of the solution to a problem or constructs a full and complete explanation of the question.</b></p> <ul style="list-style-type: none"> <li>• Demonstrates complete integration of the use of science and engineering practices such as modeling, engaging in argument from evidence, obtaining, evaluating, and communicating information, etc.</li> <li>• Provides a solution or explanation that is coherent and based on disciplinary core ideas</li> <li>• Reflects a complete synthesis of understanding of complex ideas and crosscutting concepts</li> <li>• Includes an effective application of the 3 dimensions (SEP, DCI, and CCC) to a practical problem or real-world situation which demonstrates a complete understanding of the 3 dimensions</li> </ul>
3	<p><b>There is evidence in this response that the student has a <i>general understanding</i> of the solution to a problem or constructs a complete explanation of the question.</b></p> <ul style="list-style-type: none"> <li>• Demonstrates integration of the use of science and engineering practices such as modeling, engaging in argument from evidence, obtaining, evaluating, and communicating information, etc.</li> <li>• Provides a solution or explanation that is mostly coherent and based on disciplinary core ideas</li> <li>• Reflects a synthesis of understanding of complex ideas and crosscutting concepts</li> <li>• Includes an effective application of the 3 dimensions to a practical problem or real-world situation which demonstrates an understanding of the 3 dimensions</li> </ul>
2	<p><b>There is evidence in this response that the student has a <i>partial understanding</i> of the solution to a problem or constructs an explanation of the question.</b></p> <ul style="list-style-type: none"> <li>• Demonstrates some integration of the use of science and engineering practices such as modeling, engaging in argument from evidence, obtaining, evaluating, and communicating information, etc.</li> <li>• Provides a solution or explanation that is adequately coherent and based on disciplinary core ideas</li> <li>• Reflects some synthesis of understanding of complex ideas and crosscutting concepts</li> <li>• Includes an application of the 3 dimensions to a practical problem or real-world situation which demonstrates a partial understanding of the 3 dimensions</li> </ul>
1	<p><b>There is evidence in this response that the student has a <i>minimal understanding</i> of the solution to a problem or constructs a minimal explanation of the question.</b></p> <ul style="list-style-type: none"> <li>• Demonstrates little or no integration of the use of science and engineering practices such as modeling, engaging in argument from evidence, obtaining, evaluating, and communicating information, etc.</li> <li>• Provides a solution or explanation that is minimally based on disciplinary core ideas</li> <li>• Reflects little or no synthesis of understanding of complex ideas and crosscutting concepts</li> <li>• Includes an application of the 3 dimensions to a practical problem or real-world situation which demonstrates a minimal understanding of the 3 dimensions</li> </ul>
0	<p><b>There is evidence that the student has <i>no understanding</i> of the solution to a problem or the question.</b></p> <ul style="list-style-type: none"> <li>• The response is completely incorrect, too vague, or irrelevant to the solution or question</li> </ul>
Blank	No response.