# 2-point Holistic Rubric

| Points | Description |
|---|---|
| 2 Points | **There is evidence in this response that the student has a complete understanding of the solution to a problem or constructs a complete explanation of the question.**<br>• 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.<br>• Provides a solution or explanation that is coherent and based on disciplinary core ideas.<br>• Reflects synthesis of understanding of complex ideas and crosscutting concepts.<br>• 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. |
| 1 Point | **There is evidence in this response that the student has a minimal understanding of the solution to a problem or constructs an explanation of the question.**<br>• 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.<br>• Provides a solution or explanation that is minimally based on disciplinary core ideas.<br>• Reflects little or no synthesis of understanding of complex ideas and crosscutting concepts.<br>• Includes an application of the 3 dimensions to a practical problem or real-world situation which demonstrates a minimal understanding of the 3 dimensions. |
| 0 Point | **There is evidence that the student has no understanding of the solution to a problem or the question.**<br>• The response is completely incorrect, too vague, or irrelevant to the solution or question. |

# 3-point Holistic Rubric

| Points | Description |
|---|---|
| 3 Points | **There is evidence in this response that the student has a full and complete understanding of the solution to a problem or constructs a complete explanation of the question.**<br>• 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.<br>• Provides a solution or explanation that is coherent and based on disciplinary core ideas.<br>• Reflects a complete synthesis of understanding of complex ideas and crosscutting concepts.<br>• 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. |
| 2 Points | **There is evidence in this response that the student has a general understanding of the solution to a problem or constructs a general explanation of the question.**<br>• 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.<br>• Provides a solution or explanation that is mostly coherent and based on disciplinary core ideas.<br>• Reflects some synthesis of understanding of complex ideas and crosscutting concepts.<br>• Includes an application of the 3 dimensions to a practical problem or real-world situation which demonstrates a partial understanding of the 3 dimensions. |

| Points | Description |
|---|---|
| 1 Point | **There is evidence in this response that the student has a minimal understanding of the solution to a problem or constructs a minimal explanation of the question.**<br>• 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.<br>• Provides a solution or explanation that is minimally based on disciplinary core ideas.<br>• Reflects little or no synthesis of understanding of complex ideas and crosscutting concepts.<br>• Includes an application of the 3 dimensions to a practical problem or real-world situation which demonstrates a minimal understanding of the 3 dimensions. |
| 0 Point | **There is evidence that the student has no understanding of the solution to a problem or the question.**<br>• The response is completely incorrect, too vague, or irrelevant to the solution or question. |

# 4-point Holistic Rubric

| Points | Description |
|---|---|
| 4 Points | **There is evidence in this response that the student has a full and complete understanding of the solution to a problem or constructs a full and complete explanation of the question.**<br>• 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.<br>• Provides a solution or explanation that is coherent and based on disciplinary core ideas.<br>• Reflects a complete synthesis of understanding of complex ideas and crosscutting concepts.<br>• 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. |
| 3 Points | **There is evidence in this response that the student has a general understanding of the solution to a problem or constructs a complete explanation of the question.**<br>• Demonstrates integration of the use of science and engineering practices such as, modeling, engaging in argument from evidence, obtaining, evaluating, and communicating information, etc.<br>• Provides a solution or explanation that is mostly coherent and based on disciplinary core ideas.<br>• Reflects a synthesis of understanding of complex ideas and crosscutting concepts.<br>• Includes an effective application of the 3 dimensions to a practical problem or real-world situation which demonstrates an understanding of the 3 dimensions. |

| Points | Description |
|---|---|
| 2 Points | **There is evidence in this response that the student has a partial understanding of the solution to a problem or constructs an explanation of the question.**<br>• 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.<br>• Provides a solution or explanation that is adequately coherent and based on disciplinary core ideas.<br>• Reflects some synthesis of understanding of complex ideas and crosscutting concepts.<br>• Includes an application of the 3 dimensions to a practical problem or real-world situation which demonstrates a partial understanding of the 3 dimensions. |
| 1 Point | **There is evidence in this response that the student has a minimal understanding of the solution to a problem or constructs a minimal explanation of the question.**<br>• 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.<br>• Provides a solution or explanation that is minimally based on disciplinary core ideas.<br>• Reflects little or no synthesis of understanding of complex ideas and crosscutting concepts..<br>• Includes an application of the 3 dimensions to a practical problem or real-world situation which demonstrates a minimal understanding of the 3 dimensions. |
| 0 Point | **There is evidence that the student has no understanding of the solution to a problem or the question.**<br>• The response is completely incorrect, too vague, or irrelevant to the solution or question. |