| Name: | Period: Date: | | | |
|---|---|--|--|--|
| Act. 38: Beneath Earth's Surface AQ5 — 7.2.1 | | | | |
| | 5. Compare your drawing on Student Sheet 38.1, "Talking Drawing 1: Beneath the Earth's Surface," with your drawing on Student Sheet 38.2. Describe the earth's interior and explain how your under- standing of it has changed. | | | |
| Use the UC (Understanding Concepts) score guide on the back of this sheet. Use proper grammar, spelling, punctuation, capitalization, etc. | | | | |
| For a level 3 response, be sure to: Explain/describe the layers of the Earth AND the order they go in (from the surface or from the center – be specific!!!) Explain/describe the temperature, state (solid, liquid, etc.), and composition of the layers Compare and contrast your "Taking Drawing" (prediction) to the scale drawing – explain/describe how your understanding of this concept has changed | | | | |
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SEPUP Scoring Guide: Understanding Concepts (UC)

What to look for

Response identifies and describes scientific concepts relevant to a particular problem or issue.

| Score/Points | ORIGNAL SCORE GUIDE | | CLARIFICATIONS |
|-------------------------|----------------------|---|---|
| | Level | | |
| 5 points A+ 100% | Above and beyond | Student accomplishes Level 3 AND goes beyond in a significant way, such as: • using relevant information not provided in class to elaborate on your response • using a diagram to clarify scientific concepts | (These are only suggestions, no limits as to how you can go above and beyond.) This means the student should include some other information that goes with the topic that you researched outside of class time. This means to include a picture with labels so that the person reading your answer understands it better. |
| | | relating your response to other science concepts | This means you make a connection to some other scientific topic. Show the relationship/what is common between the two topics. |
| 4.5 points A- 90% | Complete and correct | Student accurately and completely explains or uses relevant scientific concepts. | You have included ALL the details need to answer the question or prompt. You have answered all parts of the question or prompt. *Usually there will be some sort of clarification to show what is needed for a level 3 response. |
| 3.5 points C 75% | Level 2 Almost there | Student explains or used scientific concepts BUT has some omissions or errors. | This means that the student has the right idea and includes correction information, but may have made some mistakes or left out some information. |
| 3 points D- 60% | Level 1 On your way | Student incorrectly explains or uses scientific concepts. | This means the student did not explain the concept correctly at all, or used the concept in the wrong way. |
| 0 points F | Level 0 | Student's analysis or interpretation of data is | This means the student's answer is not there/left blank hard to read because the handwriting is messy the answer has nothing to do with the question/prompt or topic |

*NOTE: Depending on the question or prompt and/or the student's response or answer, a student may earn a score between levels.