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|  | **Outstanding**  **EE** | **Accomplished**  **FME** | **Satisfactory**  **MME** | **Weak**  **NYME** |
| Knowledge  &  Under  Standing  Of  Key  Concepts | The student has clearly grasped the main aspects and key ideas of the concept. The answers are well developed and explanatory, going beyond the textbook definition with examples | The student has grasped the main idea of the concept. The answer supplies the important information but lacks an informative example. | The student makes connections but has missed the crucial aspect of the concept. | The student has fundamentally missed the most important aspects of the concept. The student does not provide enough evidence to prove their general understanding of this concept. |
| Clarity of Expression | The key information supporting the concept or theory is discussed in detail and is carefully organized. Diagrams or illustrations may be required. | The most important piece of supporting evidence for the concept has been clearly explained. Diagrams or illustrations may be required. | The key ideas are vaguely understood and the written work lacks clarity and or organization. | The key ideas are poorly understood and or the clarity of the information presented is lacking cohesion. |
| Insight into the Assignment | The student reflects on everyday issues surrounding the concept and brings them forth in a relevant manner with supportive examples. | The student makes new or discussed connections to the material with minimally supportive examples. | The student makes connections that were discussed in class but the answer seems disconnected from a full understanding of the concept. | There is little evidence that the student has any insightful connection to the material. |
| Scientific Accuracy and Vocabulary Knowledge | The student uses appropriate scientific language (spelling) and reports data with 100% accuracy. | The student attempts to use new vocabulary with acceptable spelling and general understanding. Reports data with acceptable rate of accuracy relevant to the assignment. | Minimal use of scientific vocabulary.  Poor spelling.  Minimal accuracy with recordable data. | Scientific language is lacking.  Data is lacking. |