

**GTS Explanation Rubric**

	<b>4 Exceeds Standard</b>	<b>3 Meets Standard</b>	<b>2 Approaching Standard</b>	<b>1 Below Standard</b>	<b>0 Blank or Irrelevant</b>
<b>Claim</b>	Students write an <u>elaborated</u> statement that relates the geologic time scale to the law of superposition.	Students write a <u>complete</u> statement that relates the geologic time scale to the law of superposition.	Students write an <u>incomplete</u> statement that relates the geologic time scale to the law of superposition.	Students write a statement that relates to <u>only</u> the geologic time scale <u>or</u> the law of superposition.	Students write a statement that does not relate to <u>either</u> the geologic time scale <u>or</u> the law of superposition.
<b>Evidence</b>	Students describe at least <u>5 pieces</u> of fossil evidence that support the claim.	Students describe at least <u>4 pieces</u> of fossil evidence that support the claim.	Students describe at least <u>2-3 pieces</u> of fossil evidence that support the claim.	Students describe <u>1 piece</u> of fossil evidence that supports the claim	Students <u>do not</u> describe any evidence or evidence that <u>does not support the claim</u> .
<b>Reasoning Using the Law of Superposition</b>	Students provide reasoning that links evidence to claim. Students include an appropriate , <u>articulate</u> , and sufficient, explanation using the law.	Students provide reasoning that links the claim and evidence. Students include <u>appropriate and sufficient explanation using the law</u> .	Students provide reasoning that links the claim and evidence. and include <u>some explanation</u> using the law <u>but not sufficient</u> .	<u>Students repeat the evidence</u> <b>OR</b> Students <u>do not use the law</u> in their reasoning.	Students provide reasoning that <u>does not link evidence to claim</u> . <b>OR</b> Students <u>do not provide reasoning</u> .
<b>Reasoning Using Traits/Developments</b>	Students use the organisms' distinctive traits and new developments to verify and <u>thoroughly</u> explain their order in the geologic time scale.	Students <u>use the organisms' distinctive traits and new developments</u> to <u>verify and explain their order</u> in the geologic time scale.	Students use the organisms' distinctive traits and new developments to verify and explain their order but the explanation is <u>not sufficient</u> .	Students provide reasoning that <u>does not use the traits and new developments</u> to verify and explain their order.	Students <u>do not provide reasoning</u> .
<b>Summary</b>	Student <u>thoroughly</u> summarizes the evidence and reasoning and restates the claim using different words.	Student summarizes the evidence and reasoning and restates the claim.	Student summarizes the evidence and reasoning <b>OR</b> restates the claim.	Student summarizes the evidence and reasoning but it is <u>incomplete</u> <b>OR</b> restates the claim but it is <u>incomplete</u>	Student <u>does not write a summary or a claim</u> or writes a <u>summary and claim that is not related</u> to the explanation.

Name: \_\_\_\_\_ Pd. \_\_\_\_\_

20=A+	19=A	18=A
17=B+	16=B	15=B-
14=C+	13=C	12=C-
11=D+	10=D	9=D-
8 and below F		