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|  | 🗸+ | 🗸 | 🗸- |
| **Ability to use evidence to make inferences (scientific habits of mind)** | Correct links are formed from the data, as reflected in responses that tie together risk factors of lead with current exposures. | Connections are made, and the student realizes comparisons but does not include all risk factors of lead. | No connections are made between data, and responses to questions appear unrelated. |
| **Proficiency in evaluating all angles of the debate** | Responses show that the student thought about possible outcomes of the hearing and how the proposed plan would impact different levels of community members. | Student contributes key ideas but does not fully evaluate various outcomes of the hearing OR response does not include reasoning for ideas. | Student does not grasp that the proposed plan would impact groups of people differently and has a lower understanding of community wide impacts. |
| **Clarity and Effectiveness of Presentation** | The student response uses data and clear language to argue persuasively for adoption of this solution. | The student response uses some data and argues persuasively for adoption of this solution. | The student response does not use data and does not argue persuasively for the adoption of this solution. |
| **Preparation and effort** | Questions are answered in complete thoughts with explanations and reasoning given. | Responses are starting to develop and effort is obvious, however answers are not totally complete. | Responses are incomplete or lacking thought and little effort is put forward. |