

6th Grade – 8th Grade
 Rubric for Assessing Effective Reasoning

Component	4 - Advanced	3 - Proficient	2 - Basic	1 - Novice
Validity of the Claim	Student makes a sophisticated claim based on provided sources and background knowledge and demonstrates a deep and nuanced understanding of the topic as evidenced through use of discipline specific vocabulary and articulation of a core concept within the discipline.	Student makes a reasonable claim based on provided sources and background knowledge and demonstrates a deep understanding of the topic as evidenced through use of discipline specific vocabulary and articulation of a big idea.	Students make a reasonable claim based on provided sources and background knowledge, stays on topic, utilizes appropriate topic-specific-vocabulary, and demonstrates an understanding of the topic based on the sophistication of the claim.	Student makes a reasonable claim and generally stays on topic, but doesn't show a deep understanding of the topic.
Logic of the Claim and Support	Student makes clear and strong connections between their claim and support. Student sequences their support in a way that clearly builds the case for their claim and suggests insight into the steps of their logic and consideration of counter arguments.	Student makes clear connections between their claim and support. Student sequences their support in a way that clearly builds the case for their claim as well as provides insight into the steps of their logic.	Student makes clear connections between their claim and support. Student sequences their support in a way that clearly builds the case for their claim as well as provides insight into the steps of their logic.	Student makes connections between their claim and support but they are not clear, or they make no connection between their claim and support.
Relevant Support	Student evaluates all possible supporting evidence and choses the only the <i>best</i> evidence. Student utilizes accepted theories from within the discipline to support their claim. Student draws on evidence that anticipates and refutes counter evidence and alternative claims.	Student chooses only evidence that supports the claim. There is evidence that the student evaluated possible supporting evidence and chose only the <i>best</i> evidence. Student utilizes accepted theories from within the discipline to support their claim.	Student chooses only evidence that supports the claim. There is evidence that the student evaluated possible supporting evidence and chose only the <i>best</i> evidence.	Student provides no reason why their claim is true or only one relatively weak supporting statement.
Challenge of Question	Student can identify gaps in their knowledge, can state a different reasonable claim, and identify counter evidence that refutes the support that they identified. Student uses this analysis to make his or her own claim stronger.	Student can identify gaps in their knowledge, can state a different reasonable claim and/or identify counter evidence that refutes the support that they identified.	Student can identify gaps in their knowledge and can identify a different reasonable claim.	Student can identify one way in which their claim might be challenged or cannot identify any ways that their claim can be challenged.

Adapted from the Catalina Foothills School District's 21st Century Skills Rubric: Critical and Creative Thinking: Inductive Reasoning 6/06 – 6/11