

## Task 3 Rubric

**Primary Trait:** Explanation of a topic, which cites and organizes relevant evidence from two texts.

### Scoring Guide

4	Informative/explanatory text that uses evidence from at least two texts to explain the steps and the consultants' roles with reasons for each step and each consultant. The explanation includes at least three steps that are logically sequenced and concisely explained with reasons for the steps and the order in which they are taken. The explanations of the consultants' roles in identifying the victim are clear and justified.
3	Informative/explanatory text that uses evidence from at least two texts to explain the steps and the consultants' roles with reasons for each step and consultant. The explanation includes a list of at least three steps with general or incomplete reasons provided for the steps. General or incomplete explanations of the consultants' roles in identifying the victim are included.
2	Informative/explanatory text is only partially complete or has inaccuracies. For example, textual evidence from two texts is used, and three written steps and consultants' roles may be included. However, written reasons, if included, for steps and/or consultants have inaccuracies.
1	Paper is more a summary than an explanation. It includes few ideas, examples, or roles drawn from the two texts related to the prompt that demonstrate an accurate understanding of the steps or consultants specific to this investigation.

**Secondary Trait #1 of Assessment Task 3:** Explanatory text includes domain-specific vocabulary and connecting words and phrases (i.e., transitions) to clarify relationship among ideas.

#### Scoring Guide

4	Explanatory text includes accurate and fully integrated domain-specific vocabulary. The transitions are appropriate to the content and help to clarify relationship among ideas.
3	Explanatory text includes accurate domain-specific vocabulary, but fewer instances than necessary given prompt's requirements to communicate as a forensic anthropologist to a knowledgeable audience. The transitions are limited but appropriate.
2	Explanatory text has limited use of domain-specific vocabulary, or it is used inappropriately. Transitions are limited or used inappropriately.
1	The paper has zero or one example of domain-specific vocabulary or most uses are inaccurate. There are no transitions that help to clarify relationships among ideas.

**Secondary Trait #2 of Assessment Task 3:** Student explanation demonstrates use of standard English focusing on standard capitalization, punctuation, and spelling when writing.

**Scoring Guide**

<b>4</b>	Consistently uses standard English and standard capitalization, punctuation, and spelling.
<b>3</b>	Generally uses standard English and standard capitalization, punctuation, and spelling.
<b>2</b>	Only sometimes uses standard English and standard capitalization, punctuation, and spelling.
<b>1</b>	Little evidence of use of standard English and standard capitalization, punctuation, and spelling.