

Emerging (1)	Developing (2)	Proficient (3)	Advanced (4)
<p>Student provides an argument without evidence or with evidence that does not support the claim. The argument may not provide reasoning for the evidence or the reasoning does not support the evidence. The argument may be disconnected sentences or bulleted information.</p>	<p>Student provides 1–2 pieces of evidence to support the claim. Each piece of evidence has reasoning, but the reasoning may or may not support the evidence. Argument is written in at least 1 paragraph.</p>	<p>Student provides 3 solid pieces of evidence to support the claim. Each piece of evidence has well-supported reasoning that justifies the evidence and supports the claim. Argument is well-written in at least 1 paragraph.</p>	<p>Student provides 3 or more solid pieces of evidence to support the claim, “Some volcanoes are more dangerous than others.” Each piece of evidence has well-supported reasoning that justifies the evidence and supports the claim. Argument is well-written and structured.</p>
<p>Look Fors:</p> <ul style="list-style-type: none"> • No evidence is provided, or the provided evidence does not support the claim. • Reasoning may be provided but does not support the evidence. • Argument is not well structured, and spelling and grammatical errors inhibit the reader’s understanding of the argument. 	<p>Look Fors:</p> <ul style="list-style-type: none"> • 1–2 pieces of evidence that support the claim have been provided. • Reasoning is provided but may or may not support the evidence. • Argument is written in at least 1 paragraph, and may have an introduction and conclusion. It has several spelling and grammatical errors. 	<p>Look Fors:</p> <ul style="list-style-type: none"> • 3 solid pieces of evidence that support the claim have been provided. • Well supported reasoning and examples are given. The reasoning justifies the evidence and supports the claim. • Argument is well-written in at least 1 paragraph with an introduction and conclusion, which has few or some spelling and grammatical errors. 	<p>Look Fors:</p> <ul style="list-style-type: none"> • 3 or more solid pieces of evidence that support the claim have been provided. • Well supported reasoning and examples are given. The reasoning justifies the evidence and supports the claim. • Argument has several paragraphs, and includes a well constructed introduction and conclusion. It has 0 to few spelling and grammatical errors.

PE	SEP	DCI	CCC	DoK
MS-ESS3-2	SEP-4 Analyzing and Interpreting Data	ESS3.B Natural Hazards	CCC-1 Patterns	3

ILCS: Students are required to synthesize knowledge gained to develop a scientific argument that supports the claim, "Some volcanoes are more dangerous than others." They must analyze information to critique volcanoes and the level of danger of each. They must justify their evidence with valid reasoning.