Claim-Evidence-Reason Rubric

Directions: Self-grade your C-E-R. Be prepared to justify your grade.

	Claim *A conclusion answers the original question. Provide background information that provides context.* ***RED***	**Evidence** *Scientific data supports the claim. The data needs to be appropriate and sufficient to support the claim. Data can be quantitative &/or qualitative.* ***GREEN***	**Reason** *The Reason is an explanation using science concepts to explain why the data is relevant and supports the claim.* ***BLUE***
Surpass	Discuss with teacher options.	In addition to the evidence provided or obtained in class, find an analyze another source.	The reasoning includes additional concept(s) to explain how the data is relevant and supports the claim.
Proficient	Makes an accurate and specific claim. Background: Provides necessary info to understand content. 6th grade: min. of 3 sentences. 7th & 8th grades: 4-5 relevant sentences. Uses appropriate scientific vocabulary and transition words. Cites sources of information.	Provides ***all*** of the expected pieces of evidence from the sources used in an appropriate manner. Where appropriate, units are included. Sources are cited. States the data, compares the data, and makes sense of the data. Uses transition words. Clearly states how the evidence supports the claim.	Provides an accurate explanation for the evidence and discusses how the evidence supports the claim. Uses appropriate scientific vocabulary and concepts and/or laws to explain. Transition words support the flow of the explanation. Embeds relevant **Cross Cutting Concepts** in explanation. Cites sources. Science vocabulary is in **ORANGE**.
Approaching	Any one of the following errors is present: • Makes an accurate claim but it is not specific. • The background lacks depth or key concepts. • Claim is incorrect. • Claim includes a reason. • Source not cited.	Provides ***most*** of the expected pieces of evidence from the sources used in an appropriate manner. Units are included. Data is stated and compared, but sense is not made of the data. Makes a connection to how data supports claim.	Provides explanations for ***most*** of the evidence and discusses how the evidence supports the claim. Some key vocabulary missing. **Cross Cutting Concepts** are present but don't clearly explain or are incomplete when describing the reasoning.
Emerging	Two or more of the following: • Makes an accurate claim but it is not specific. • The background lacks depth or key concepts. • Claim is incorrect.	No numbers or appropriate data provided. OR Two or more of the following are missing: • Connection to claim	Two or more of the following: • Does not clearly explain why the claim is correct using scientific concepts and/or laws. • Inappropriate or irrelevant

	• Claim includes a reason. • Source not cited.	• Comparison of data • Make sense of data • Source of data cited • Units • Transition words • Explanation provided	reasoning. • Most or all key vocabulary missing or used inappropriately. • **Cross Cutting Concepts** missing.

Are you CERtain?

NSTA Rubric

Level 3 and color-coding added by RebeccaNewburn.com/nsta.html
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