Evidence Sort / Tracking Chart

#	Source / Observation	Type of Evidence	Summary / Key Detail	Relevance to Claim / Question	Strength of Evidence (1–5)	Notes / Questions
1	*Example: Lab experiment*	*Experimental Data*	*Temperature increased 5°C over 10 minutes*	*Supports hypothesis that heating affects reaction rate*	*5*	*Repeat to verify trend*
2						
3						
4						
5						

Column Guidance:

1. **#** – Number each piece of evidence for easy reference.
2. **Source / Observation** – Record where the evidence comes from (lab, simulation, textbook, article, or field observation).
3. **Type of Evidence** – Classify as experimental, observational, statistical, or textual evidence.
4. **Summary / Key Detail** – Briefly describe what the evidence shows.
5. **Relevance to Claim / Question** – Explain how this evidence helps answer your scientific question or supports/refutes your claim.
6. **Strength of Evidence (1–5)** – Rate reliability, clarity, and relevance (1 = weak, 5 = strong).
7. **Notes / Questions** – Record questions, limitations, or next steps for further investigation.

Created by Kat Chambers and Angela Francis, OCM BOCES (2026). Permission is granted for classroom and instructional use.
https://sites.google.com/ocmboces.org/keystounlockingnyssls/home

Science Evidence Sort / Tracking Chart: Horseshoe Falls Erosion

#	Source / Observation	Type of Evidence	Summary / Key Detail	Relevance to Claim / Question	Strength of Evidence (1–5)	Notes / Questions
1	Hydroelectric Plant Flow Data	Experimental / Observational	Water flow over falls reduced due to diversion tunnels	Shows less water directly over Horseshoe Falls, supporting decreased erosion	5	Compare flow before and after construction
2	Geological Survey Reports	Secondary Source - Research Study	Rock face erosion measured less over time post-construction	Confirms claim that erosion rate has slowed	5	Check survey methods and frequency
3	Satellite Images	Observational / Visual Evidence	Changes in waterfall shape over decades show slower wear	Visual confirmation of decreased erosion	4	Consider resolution limits of images
4	Water Diversion Tunnel Blueprints	Primary Source - Engineering Document	Details volume of water redirected	Explains mechanism behind reduced erosion	5	Include turbine capacity and diversion rates
5	Newspaper Article (Historic Report)	Primary Source - Media	Reports of public concern over changes to waterfall	Provides historical context for impact	3	Might include bias; describe

Created by Kat Chambers and Angela Francis, OCM BOCES (2026). Permission is granted for classroom and instructional use.
https://sites.google.com/ocmboces.org/keystounlockingnyssls/home

Social Studies Evidence Sort / Tracking Chart

#	Source / Document	Type of Evidence	Summary / Key Detail	Relevance to Claim / Question	Strength of Evidence (1–5)	Notes / Questions
1	Stamp Act Text (1765)	Primary Source - Legal Document	Required colonists to pay tax on printed materials	Shows British taxation policy, supports claim of economic causes	5	How did colonists react?
2	"Taxation Without Representation" Pamphlet	Primary Source - Pamphlet	Colonists argued taxes imposed without consent	Supports political grievances as a cause	5	Were all colonists equally affected?
3	Colonial Newspaper Article	Primary Source - Newspaper	Reports of protests in Boston	Provides evidence of public unrest	4	Could this article be biased?
4	Historian's Analysis (Secondary Source)	Secondary Source - Historical Analysis	Summarizes multiple events leading to revolution	Useful for connecting causes and effects	4	What sources did historian use?
5	Painting of Boston Tea Party	Primary Source - Visual	Shows colonists dumping tea into harbor	Supports evidence of protest and resistance	3	Is this artistic interpretation accurate?

Created by Kat Chambers and Angela Francis, OCM BOCES (2026). Permission is granted for classroom and instructional use.
https://sites.google.com/ocmboces.org/keystounlockingnyssls/home

Evidence Sort / Tracking Chart

#	Source / Observation	Type of Evidence	Summary / Key Detail	Relevance to Claim / Question	Strength of Evidence (1–5)	Notes / Questions
1						
2						
3						
4						
5						

Created by Kat Chambers and Angela Francis, OCM BOCES (2026). Permission is granted for classroom and instructional use.
https://sites.google.com/ocmboces.org/keystounlockingnyssls/home