Name:

CER Checklist

***Claim:*** *A statement that fully answers the question.*

https://docs.google.com/a/tuscola.k12.il.us/drawings/d/s2PlKD3sfl8COng1xQJjD3w/image?w=31&h=30&rev=1&ac=1

   I made an accurate claim.

https://docs.google.com/a/tuscola.k12.il.us/drawings/d/sYm1euEzPpUkavy1TCdI1YA/image?w=31&h=30&rev=1&ac=1

My claim is complete and not prompt dependent.

***Evidence:*** *Scientific data that supports the claim. The data needs to be appropriate and sufficient to support the claim.*

https://docs.google.com/a/tuscola.k12.il.us/drawings/d/solgKJ5x2PXGfI7UgFvaoSg/image?w=31&h=30&rev=1&ac=1

           I included evidence to support my claim.

* My evidence was a ratio.
* My evidence was a percentage.
* My evidence was …

***Reasoning:*** *A justification that links the claim and evidence. It shows why the data count as evidence by using appropriate and sufficient scientific principles.*

https://docs.google.com/a/tuscola.k12.il.us/drawings/d/sL0yG-8VUwPoXdh95ckYQEg/image?w=31&h=30&rev=1&ac=1

I included reasoning that links evidence to the claim.

 My scientific principle was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**CER Anchor Chart**

|  |
| --- |
| **Claim**  Fully answers the stated question  What do you know? |
| Evidence  Measurable data to support your claim  How do you know it? |
| **Reason**  Describe why your evidence supports your claim, use scientific principles  Why does your evidence support your claim? |
| Words to use in your CER                          – Because                          – Sequencing words: first, second, third                          – “Uncertainty” words: usually, generally; suggests,                              indicates                          – Therefore                          – If… Then…                          – However |

CER Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Component** | **Level** | | |  |
| **2** | **1** | **0** | **Feedback** |
| ***Claim***- A statement that fully answers the original question. | Makes an **accurate** and **complete** claim. | Makes an accurate but incomplete claim. | Does not make a claim, or makes an inaccurate claim. |  |
| ***Evidence***– Scientific data that supports the claim. The data needs to be appropriate and sufficient to support the claim. | Provides **appropriate** and **sufficient** evidence to support claim. | Provides appropriate but insufficient evidence to support claim. May include some inappropriate evidence. | Does not provide evidence, or only provides inappropriate evidence (evidence that does not support the claim). |  |
| ***Reasoning***– A justification that links the claim and evidence. It shows why the data count as evidence by using appropriate and sufficient scientific principles. | Provides **reasoning** that links evidence to claim. Includes **appropriate** and **sufficient scientific principles**. | Provides reasoning that links the claim and evidence. Repeats the evidence and/or includes some – but not sufficient – scientific principles. | Does not provide reasoning, or only provides reasoning that does not link evidence to claim |  |

Adapted from: [McNeill, K. L. & Krajcik, J. (2008). Inquiry and scientific explanations: Helping students use evidence and reasoning. In Luft, J., Bell, R. & Gess-Newsome, J. (Eds.). Science as inquiry in the secondary setting. (p. 121-134). Arlington, VA: National Science Teachers Association Press.](https://legacy.dadeschools.net/exchweb/bin/redir.asp?URL=http://www.katherinelmcneill.com/uploads/1/6/8/7/1687518/mcneillkrajcik_nsta_inquiry_2008.pdf)