**Claim/Evidence/Reasoning Rubric**

**What’s the Point of a CER?**

* The whole point of CER is to **create an explanation** to a specific question
* A CER (Claim, Evidence, Reasoning) is a format for writing about science. It allows you to think about your data in an organized, thorough manner.

**Claim**

A Claim is a conclusion about a problem.

* Concise statement (1-2 sentences)
* Relates directly to the question and hypothesis
* Focuses on the most important features of the experiment or investigation
* This is where you make a statement about the question you are proving. You will state your idea, or take your side. This is straight to the point, with no “fluff”

**Evidence**

Evidence is scientific data that is appropriate and sufficient to support the claim

* Several data sources used to explain claim, including observations and accurate measurements
* Clear connections to question and hypothesis

**Reasoning**

Reasoning is the justification that shows why the data counts as evidence to support the claim and includes appropriate scientific principles

* At least one paragraph (make sure it is longer than the evidence section)
* Illustrates understanding of how experiment fits into the “big picture”
* Incorporates background knowledge, and makes connections to science concepts studied in class, to draw conclusions about experiment
* Take specific evidence and justify how that evidence connects to the claim

**Format**

 Claim. Claim is because evidence 1, evidence 2, evidence 3 and evidence 4.” (*Remember, you do not need to stop at only 4 pieces of evidence. Most cases, experiment’s or investigations require more than 4 pieces of evidence to prove and support your claim)*

Write your Evidence 1. Describe evidence 1. Describe why evidence 1 is important. Provide examples of evidence 1. *(You do not need to describe just 1 example).* How does evidence 1 support your claim?

Write your Evidence 2. Describe evidence 2. Describe why evidence 2 is important. Provide examples of evidence 1. *(You do not need to describe just 1 example).* How does evidence 1 support your claim?*.*

Write your Evidence 3. Describe evidence 3. Describe why evidence 3 is important. Provide examples of evidence 1. *(You do not need to describe just 1 example).* How does evidence 1 support your claim?*.*

Write your Evidence 4. Describe evidence 4. Describe why evidence 4 is important. Provide examples of evidence 1. *(You do not need to describe just 1 example).* How does evidence 1 support your claim?

Restate your claim. “It is important because, why?” Then wrap up you idea and CER.

**Claim, Evidence, Reasoning - Science Grading Rubric**

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| Category | Exceeding (4) | Meeting (3) | Approaching (2) | Beginning (1) |
| Claim | Introduce precise claim(s), establishing a formal style & objective tone using academic language. | Claim answers the question clearly & concisely. | Claim is related but does not directly answer the question. | Claim is unclear or does not answer the question.Claim is not accurate. |
| Evidence | Develop the topic with well-chosen, relevant & sufficient facts, extended definitions, concrete details, quotations. | Develop the topic thoroughly by selecting the sufficient & relevant facts. | Evidence does not completely support the claim.Evidence is inaccurate or too general. | Evidence does not support the claim. |
| Reasoning | Uses words & phrases to link the major scientific principles, create cohesion & clarify the relationships between claim & evidence.  | Clearly & accurately explains how each piece of evidence supports the claim using basic scientific principles. | Reasoning is unclear or does not explain underlying scientific principles. | Reasoning is not specific to the claim or the evidence.Explanation is inaccurate. |
| Organization | Uses varied transitions & sentence structures to link the major sections of the text to clarify the relationships among ideas & concepts. Provides a concluding statement that supports the claim. | Establish & maintain a formal style & objective tone & provide a concluding statement that supports the claim. Written in paragraph form. | Uses some transitions.Information is in a logical order, but does not provide a concluding statement that supports the claim.  | Information seems out of order & does not follow a logical sequence. |
| **Totals:**  |  |  |  |  |

