Claim-Evidence-Reasoning Names:_____

Rubric Peer who is grading them on this rubric:_____

	4	3	2	1	0	Score
PROBLEM A question that you're trying to answer or a problem you're trying to solve.	• The problem is written as a question • Including the question mark • Matches the claim • Uses scientific vocabulary correctly	• The problem is phrased as a question • Matches the claim • Forgot the question mark on the end / did not use scientific vocabulary	• The problem is phrased as a question • Does not match the claim	• The problem is not phrased as a question / doesn't match the claim	• No problem stated	/4
CLAIM Statement or conclusion that answers the original question/problem	• The claim is a stand-alone, specific sentence • Accurate, and takes a side • Uses scientific vocabulary • Does not use the words "because", "I", "yes", or "no"	• The claim is accurate • Not specific (more than one sentence) • Uses the word "I" or "because" but does not start with yes or no	• The claim is accurate, but begins with the words "yes" or "no" • Not a stand-alone statement (four or more sentences)	• The claim is inaccurate / not a statement	• No claim is stated **OR** the claim just states yes or no (no indication of what yes or no means)	/4
EVIDENCE Scientific data from the lab/activity that supports the claim. APPROPRIATE	• Provides appropriate evidence (specific facts). • Each piece of evidence is clearly stated • Provides appropriate units • An explanation is included to help the reader easily understand the data.	• Provides appropriate evidence • Included some interpretation instead of sticking to the facts • Most of the evidence is easy to understand	• Provides some evidence • The evidence is confusing because it lacks units, labels, or explanations.	• Includes evidence that does not support the claim, or endorses an inaccurate claim OR evidence is missing units or other information needed to understand its meaning.	• No evidence is given to support the claim.	/4

Claim-Evidence-Reasoning

Names:_____

Rubric Peer who is grading them on this rubric:_____

SUFFICIENT EVIDENCE DESCRIPTIVE	• Gives more than two examples of evidence • Class discussion/notes • Labs/homework • Outside of class resources	• Only gives two pieces of evidence • Includes one example from class • Includes one instance outside of class resource	• Only gives one piece of evidence using one example from class • Includes one instance outside of class resource	• Only gives one piece of evidence, either an example from class or outside of class resources	• Did not supply any evidence or examples from class / outside of class resources	/4
Ways they could improve their evidence in the future: _____ _____						
evidence to the claim. Shows why the data counts as evidence by using scientific principles. Addresses the counterclaim	• Explains correctly, using scientific principles, how EVERY piece of evidence supports the claim. • Makes a convincing argument using logic, background knowledge from class discussion, notes, labs, homework, or outside of class resources • Addresses the counterclaim	• Explains how <u>most</u> of the evidence supports the claim, but is missing the explanation for the evidence they included • Makes a convincing argument using logic, but uses minimal examples from class discussion, notes, labs, homework, or outside of class resources	• Explains how one piece of evidence/ class example supports the claim, but is missing the explanation of the problem/solution	vocabulary, creating a weak argument because not much evidence is used or because the reasoning is incorrect	given to link the evidence to the claim, creating a very poor argument that is not linked to any scientific principles	/4

Ways they can improve their reasoning / overall argument next time:

_____
_____
_____
_____
_____
_____
_____
_____

Total up how many points they earned

Total Points:

/20

This box for teacher use only!

Peer Grading Score:

/10

CER Score: /20

Total Score: /30