

<p>What is the question or problem you are trying to answer?</p>	<p>How are plant and animal cells similar and different?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Compare and contrast the <u>shapes</u> of and the <u>organelles</u> (internal structures) inside plant and animal cells. <input type="checkbox"/> Explain how the stains (crystal violet and/or Lugol's) helped you collect your data. <input type="checkbox"/> Support your answers with evidence from the "Comparing Cells Investigation." Refer back to the investigation as often as needed.
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<p>C- CLAIM</p> <ul style="list-style-type: none"> • A claim is a conclusion that tells what you have learned from an investigation or research. <ul style="list-style-type: none"> ✓ Restate and answer the question. ✓ If there is a statement or prompt, use it to create an introductory sentence. ✓ A claim can also be an inference based on observations. 	<p>R (RESTATE QUESTION)</p>	
<p>E- EVIDENCE</p> <ul style="list-style-type: none"> • The evidence is ALL of the scientific data and observations that prove and support the claim. <ul style="list-style-type: none"> ✓ This data is qualitative observations from an investigation. ✓ Data also comes from research. This can include what you learned from the text, and even information from videos. ✓ Give specific examples. 	<p>A (ANSWER QUESTION)</p>	
<p>R - REASONING</p> <ul style="list-style-type: none"> • Reasoning provides a connection between the evidence and the claim by using scientific ideas and using scientific terms and vocabulary. <ul style="list-style-type: none"> ✓ Don't assume your reader already knows this information. Give descriptions and definitions. ✓ Tie the claim and evidence together in a logical way. ✓ Explain why the evidence supports the claim. ✓ Explain every piece of evidence and describe how it supports the answer. 	<p>C (CITE EVIDENCE)</p>	
		<p>E (EXPLAIN EVIDENCE)</p>
<p>DON'T FORGET TO PROOFREAD YOUR WORK. (:</p>		

CER and RACE - Constructed Response Rubric

CER	RACE	4	3	2	1
C- Claim	R – Restate	<input type="checkbox"/> Question is restated using words from the question. <input type="checkbox"/> Complete sentences are used.	<input type="checkbox"/> Question is restated. <input type="checkbox"/> Complete sentences are not used.	<input type="checkbox"/> Question is not restated. <input type="checkbox"/> Complete sentences are used.	<input type="checkbox"/> Question is not restated. <input type="checkbox"/> Complete sentences are not used.
	A – Answer	<input type="checkbox"/> Question is answered correctly. <input type="checkbox"/> All parts of the question are answered in depth. <input type="checkbox"/> The answer is related to the investigation or research.	<input type="checkbox"/> Question is answered correctly. <input type="checkbox"/> Parts of the answer are missing. <input type="checkbox"/> The answer is related to the investigation or research.	<input type="checkbox"/> Most of the question is answered correctly. <input type="checkbox"/> Parts of the answer are missing or incorrect. <input type="checkbox"/> The answer is related to the investigation or research.	<input type="checkbox"/> Question is answered in incorrectly. <input type="checkbox"/> The answer is not related to the investigation or research.
E – Evidence	C – Cite Evidence	<input type="checkbox"/> All of the data, observations and facts needed to prove the claim are included. <input type="checkbox"/> Specific examples are cited. <input type="checkbox"/> All of the evidence is correct.	<input type="checkbox"/> Data, observations and facts are used to prove the claim, but some evidence is missing <input type="checkbox"/> Specific examples are cited. <input type="checkbox"/> Some of the evidence might be incorrect.	<input type="checkbox"/> Data, observations, and facts are used to prove the claim, but most evidence is missing. <input type="checkbox"/> Some examples are sited, but might not be specific. <input type="checkbox"/> Most of the evidence is incorrect.	<input type="checkbox"/> Data, observations, and facts are attempted to prove the claim, but does not prove the claim to be true. <input type="checkbox"/> All of the evidence is incorrect or does not relate to the question.
R - Reasoning (X2)	E – Explain Evidence	<input type="checkbox"/> Explanation of WHY the evidence proves the claim is complete and makes sense. <input type="checkbox"/> All of the ideas necessary to explain the evidence are included. <input type="checkbox"/> Scientific vocabulary and ideas are used and described, defined, or explained. <input type="checkbox"/> Someone who has never learned this information will understand.	<input type="checkbox"/> Explanation of WHY the evidence proves the claim is mostly complete and makes sense. <input type="checkbox"/> Most of the ideas necessary to explain the evidence are included. <input type="checkbox"/> Scientific vocabulary and ideas are used and described, defined, or explained. <input type="checkbox"/> Someone who has never learned this information will probably understand.	<input type="checkbox"/> Explanation of WHY the evidence proves the claim is incomplete and might not make sense. <input type="checkbox"/> Some of the ideas necessary to explain the evidence are included. <input type="checkbox"/> Scientific vocabulary and ideas are used but may be incorrectly defined or described. <input type="checkbox"/> Someone who has never learned this information might not understand.	<input type="checkbox"/> An explanation is attempted but doesn't make sense. <input type="checkbox"/> Scientific vocabulary and ideas are not used. <input type="checkbox"/> Someone who has never learned this information might not understand or will be confused.

Language Conventions: <ul style="list-style-type: none"> • spelling • capitalization • punctuation • grammar or word usage • paragraphing • full sentences (no run-on or sentence fragments) • can read handwriting/font • conclusion "flows" and makes sense 	There are few or no errors. None of the errors impact the flow of communication.	Errors are occasional. They do not impede the flow of communication.	Errors are frequent. They may cause the reader to stop and reread part of the writing. Flow of communication is impaired.	Errors are serious and numerous. They cause the reader stop often to figure out writer's meaning.
Standards: SEPS 6, 7, and 8 With parts* from SEPS 1, 2, 4, and 5	*depends on data used			TOTAL: _____/24