

Learning Target: I can gather evidence by utilizing technology tools to support a claim that plants and animals are comprised of cells too small to be seen without magnification.

Decomposition CER: Is it Good or Bad?

Instructions: Watch the Time-lapse video over Fruit & Vegetable Decomposition to answer the following questions.

1. What does the word decomposition/decompose mean? _____

2. How does the fruit look at the beginning of the video? _____

3. How does the fruit look at the end of the video? _____

4. What is the same about the fruit? _____
5. What is different about the fruit? _____
6. Does it seem that some of the fruit in the video disappeared? _____
7. What do you think happened to the fruit? _____

8. What questions do you have about what you observed? _____

Learning Target: I can gather evidence by utilizing technology tools to support a claim that plants and animals are comprised of cells too small to be seen without magnification.

Claims – Evidence – Reasoning

Claim: A statement that answers the question in one or more complete sentences.

Evidence: Researched data, information, or observations that support your claim statement.

Reasoning: Explanation that involves a rule or scientific principle that describes why the evidence supports the claim. (Examples = Newton’s laws of motion, Laws of thermodynamics....)

Instructions: Using the information for Claims-Evidence-Reasoning you learned from above, answer the following questions.

Do you think decomposition is caused by something too small for us to see? _____

What is your claim? _____

What is your Evidence? Research decomposition on reputable websites on Google so you will have evidence for your reasoning. Be sure to put your observations as evidence as well. Be sure to site your evidence and include the source.

What is your Reasoning? Write how or why your evidence supports or disputes your claim.

Learning Target: I can gather evidence by utilizing technology tools to support a claim that plants and animals are comprised of cells too small to be seen without magnification.

Evidence-Based Claims Rubric: CER for Scientific Explanations

	Claim	Evidence	Reasoning
Facts and Ideas	I have researched a topic and can accurately share my point of view.	I have examples to illustrate my claim. I have a vivid description, so my audience can 'see' what I am thinking. I have found details, statistics, dates, and facts that are important and related to the question or problem.	In conclusion, I share my interpretation of events. My audience knows why I have chosen this claim.
Words and Organization	I use vocabulary related to my research and the standard. I use strong, clear language. I have chosen an effective way to organize my claim so that my meaning is clear.	I have chosen to represent my claim through a sequence of events, a compare and contrast format, a cause and effect pattern, or an explanation of evidence.	I have used evidence to support my claim. It is clear to my audience why I chose these specific examples to explain my claim.
Opinions and Point of View	My tone is informative, and my audience knows what I am thinking.	My language, labels, and words are clear, so my audience knows the difference between fact and opinion.	I have offered my explanation, my idea, my answer, and supported my claim with a personal reflection based on evidence.
Score:	Level 1: Developing 1-3 Level 2: Proficient 4-6 Level 3: Skilled 7-8 Level 4: Exceptional 9-10	Level 1: Developing 1-3 Level 2: Proficient 4-6 Level 3: Skilled 7-8 Level 4: Exceptional 9-10	Level 1: Developing 1-3 Level 2: Proficient 4-6 Level 3: Skilled 7-8 Level 4: Exceptional 9-10
TOTAL SCORE ____ points out of 24. (scores over 24 receive a 100)	Claim: ____ out of 10	Evidence: ____ out of 10	Reasoning: ____ out of 10