

CLAIM - EVIDENCE - REASONING

CLAIM	What do you conclude?	<ul style="list-style-type: none"> A one-sentence answer to the question you investigated Answers what can you conclude? Should not start with yes or no. Should describe the relationship between dependent and independent variables (what happened?).
EVIDENCE	What data proves this claim?	<ul style="list-style-type: none"> Use enough data to support the claim. Use data that support your claim. Leave out information that doesn't support the claim. Can be qualitative, quantitative, or a combination of both.
REASONING	How does the evidence support the claim?	<ul style="list-style-type: none"> Ties together the claim and the evidence Shows how or why the data counts as evidence to support the claim. Provides the justification for why this evidence is important to this claim.

EXAMPLE

Problem: Which type of battery lasts the longest and maintained its voltage for the longest time: name brand (Duracell and Energized) or the generic brand?

Hypothesis: If a name brand battery, Duracell is used in a flashlight, then it stay lit longer than the generic brand because it is designed to use the voltage more efficiently.

Conclusions:

CLAIM	The generic brand battery lasted longer and maintained its voltage for the longest time than the name brand battery.
EVIDENCE	<ul style="list-style-type: none"> One flashlight with the name brand battery lasted for 6 hours and 39 minutes. One flashlight with a name brand battery lasted for 5 hours and 43 minutes. The flashlight with the generic brand battery lasted for 8 hours and 16 minutes.
REASONING	Because the flashlight with the generic brand batteries stayed lit the longest, it proves that they will maintain its voltage for the longest time period.



Claim Evidence Reasoning 6th Grade Science

Rose M. Pringle



Claim Evidence Reasoning 6th Grade Science:

Handbook of Research on Science Education, Volume II Norman G. Lederman, Sandra K. Abell, 2014-07-11 Building on the foundation set in Volume I a landmark synthesis of research in the field Volume II is a comprehensive state of the art new volume highlighting new and emerging research perspectives The contributors all experts in their research areas represent the international and gender diversity in the science education research community The volume is organized around six themes theory and methods of science education research science learning culture gender and society and science learning science teaching curriculum and assessment in science science teacher education Each chapter presents an integrative review of the research on the topic it addresses pulling together the existing research working to understand the historical trends and patterns in that body of scholarship describing how the issue is conceptualized within the literature how methods and theories have shaped the outcomes of the research and where the strengths weaknesses and gaps are in the literature Providing guidance to science education faculty and graduate students and leading to new insights and directions for future research the Handbook of Research on Science Education Volume II is an essential resource for the entire science education community

Making Sense of Science Kirsten R. Daehler, Mayumi Shinohara, Jennifer Folsom, 2011 This comprehensive professional development course for grades 6-8 science teachers provides all the necessary ingredients for building a scientific way of thinking in teachers and students focusing on science content inquiry and literacy Teachers who participate in this course learn to facilitate hands-on science lessons support evidence-based discussions and develop students' academic language and reading and writing skills in science along with the habits of mind necessary for sense making and scientific reasoning Force and Motion for Teachers of Grades 6-8 consists of five core sessions Session 1 Motion Session 2 Change in Motion Session 3 Acceleration and Force Session 4 Force Session 5 Acceleration and Mass The materials include everything needed to effectively lead this course with ease Facilitator Guide with extensive support materials and detailed procedures that allow staff developers to successfully lead a course Teacher Book with teaching science and literacy investigations along with a follow-up component Looking at Student Work designed to support ongoing professional learning communities CD with black line masters of all handouts and charts to support group discussion and sense making course participation certificates student work samples and other materials that can be reproduced for use with teachers

Learning Progressions in Science Alicia C. Alonzo, Amelia Wenk Gotwals, 2012-07-30 Learning progressions descriptions of increasingly sophisticated ways of thinking about or understanding a topic National Research Council 2007 represent a promising framework for developing organized curricula and meaningful assessments in science In addition well-grounded learning progressions may allow for coherence between cognitive models of how understanding develops in a given domain classroom instruction professional development and classroom and large-scale assessments Because of the promise that learning progressions hold for bringing organization and structure to often disconnected views of how to teach and

assess science they are rapidly gaining popularity in the science education community. However, there are significant challenges faced by all engaged in this work. In June 2009, science education researchers and practitioners as well as scientists, psychometricians, and assessment specialists convened to discuss these challenges as part of the Learning Progressions in Science (LeaPS) conference. The LeaPS conference provided a structured forum for considering design decisions entailed in four aspects of work on learning progressions: defining learning progressions, developing assessments to elicit student responses relative to learning progressions, modeling and interpreting student performance with respect to a learning progression, and using learning progressions to influence standards, curricula, and teacher education. This book presents specific examples of learning progression work and syntheses of ideas from these examples and discussions at the LeaPS conference.

Researching Practitioner Inquiry as Professional Development Rose M. Pringle, 2020-12-14. This book presents the authentic voices of science teachers engaged in practitioner inquiry as one component of a comprehensive professional development program. Practitioner inquiry as a genre of educational research allows teachers to intentionally study their practices, thus generating practical solutions to problems in their teaching and students' learning. The teachers' voices allowed us to enter their science classrooms to observe their posture and practices as reflective practitioners. They encountered issues such as culturally responsive teaching and low literacy proficiency and metacognitive skills among their struggling science learners. Their firsthand accounts provide new insights about practitioner inquiry as a tool to support teachers' continuous learning regardless of the disciplinary content areas. The book therefore provides a blueprint that can inform inservice teacher educators and support school and district administrators as they seek to nurture teachers' professional growth.

Carr V. Koch, 2011. **Wisconsin Standards for Health Science**, 2013. Common Core State Standards for Literacy in All Subjects, 2012. California Common Core State Standards. California Department of Education, 2013.

A Look at Kindergarten Through Grade Six in California Public Schools Faye Ong, John McLean, Cynthia Gunderson, 2011. The publication is based on A look at kindergarten through grade six in California public schools and the common core state standards. This online publication contains all content areas and is attached as a CD-ROM for reference.

Science John Michels (Journalist), 2010. **Teaching Science in Elementary and Middle School** Joseph S. Krajcik, Charlene Lochbihler Czerniak, 2007. The need for a scientifically literate population that can apply scientific ideas to solve real-world problems in the 21st century has never been greater. Yet a growing disconnect exists between this need and the educational capacity to prepare them. The mission of Teaching Science in Elementary and Middle School: A Project-Based Approach 3e is to help answer this need. Like its predecessors, this new edition is organized around the guiding principles of problem-based learning: long-term interdisciplinary, student-centered lessons that are relevant to real-world issues and activities. This teaching approach engages all young learners regardless of culture, race, or gender in exploring important and meaningful questions through a process of investigation and collaboration. Throughout this dynamic process

students ask questions make predictions design investigations collect and analyze data make products and share ideas Changes in this new edition include the following Stronger more explicit connections between PBS inquiry teaching and the National Science Education Standards NSES The theme of establishing the relevance of science to students lives has been expanded It now includes attention to discrepant events anchoring events and experiencing phenomena in addition to its previous focus on driving questions To help children understand that science is about explaining phenomena a new chapter Making Sense of Data now follows the one on Designing and Carrying Out Investigations It contains a section on helping children create evidence based scientific explanations A new section on the challenges of special needs and gifted students The discussion of technology in science teaching have been expanded to include such new devices as wireless handhelds cameras cell phones wikis and ipods The introductory scenarios have been reworked to insure greater relevance to elementary science teaching An accompanying Web site will offer test items and strategies to support students in problem solving and in planning and carrying out investigations This text is appropriate for anyone interested in teaching elementary or middle school science using an inquiry oriented problem based framework *Handbook of Research on Science Teaching and Learning* Dorothy Gabel,1994 Sponsored by the National Science Teachers Association this handbook provides a uniquely comprehensive and current survey of the best reasearch in science eduction complied by the most renowned researchers More than summaries of findings the content provides an assessment of the significance of research evaluates new developments and examines current conflicts controversies and issues in the major science disciplines biology chemistry physics and earth science **Wisconsin Standards for Family and Consumer Sciences** ,2013 Wisconsin Standards for Technology and Engineering ,2013 *Common Core State Standards for Mathematics* ,2012 *Wisconsin Standards for Business and Information Technology* ,2013 **Teacher, Text, and Inquiry Science** Ellen Lawrence Pesko,2005 Wisconsin Standards for Marketing, Management, and Entrepreneurship ,2013 English Mechanic and World of Science ,1873 *The Elementary School Child* Cecil Vernon Millard,John Watson Murray Rothney,1957

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