**CER EXAMPLE**

*Prompt:*

*What will happens when two charged pieces of plastic are brought close together?*

*Response:*

*When two charged pieces of plastic are brought close together, the two pieces of plastic will repel one another. During the experiment, the two pieces of negatively charged plastic move apart when they were place within close proximity. The reasoning behind this is because I used my fingers to charge each strip of plastic, the electrons from my fingers were transferred to each strip of plastic. As a result, the neutral strip of plastic became negative as more electrons are transferred to the strip of plastic. Since objects with the same charged repel one another, the two negatively charged strips of plastic repel one another.*

**RESPONSE ANALYSIS**

**Claim:** When two charged pieces of plastic are brought close together, the two pieces of plastic will repel one another.

***Analysis:*** In this example, I restated the example and then I provided a claim that respond to the prompt

**Evidence:** During the experiment, the two pieces of negatively charged plastic move apart when they were place within close proximity.

***Analysis:*** In this example, I cited evidence from the lab. Note that I only provided one piece of evidence. Thus, this will only get a “3” on the rubric.

**Reasoning:**

The reasoning behind this is because I used my fingers to charge each strip of plastic, the electrons from my fingers were transferred to each strip of plastic. As a result, the neutral strip of plastic became negative as more electrons are transferred to the strip of plastic. Since objects with the same charged repel one another, the two negatively charged strips of plastic repel one another.

***Analysis:*** In this example, the reasoning that I provide explained how my evidence support my claim. My reasoning is based on scientific facts that we learned in class.

**CER Rubric**

**Grade Category: Writing (10 percent of grade)**

**Total Points: \_\_\_\_\_\_\_\_\_\_\_\_\_/16**

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|  | **4**  **Nuclear** | **3**  **Catalyzed** | **2**  **Reacting** | **1**  **Initiated** | **0**  **No Reaction** |
| **Claim** | Learner restates the prompt and provides a well-constructed claim that addresses the prompt. | Learner provides a well-constructed claim that addresses the prompt but do not restate the prompt. | Learner provides a claim that does not totally address the prompt. | Learner fails to make a claim that responds to the prompt | Learner fails to make a claim |
| **Evidence** | Learner provides 2 or more evidence (from the reading, video or activities) that support the claim. | Learner provides 1 evidence (from the reading, video or activities) that supports the claim. | Learner provides evidence (from the reading, video or activities) that somewhat support the claim | The evidence (from the reading, video or activities) provided by the learner is not relevant to the claim. | Learner fails to provide evidence (from the reading, video or activities) to support the claim |
| **Reasoning** | Learner provide scientific reasoning that logically and thoroughly explain how the evidence supports the claim | Learner’s scientific reasoning explains how the evidence supports the claim. | Learner’s explanation somewhat explain how the evidence supports the claim. | Learner provides scientific reasoning but the scientific reasoning does not explain how the evidence support the claim | Learner fails to provide scientific reasoning to explain how the evidence supports the claim. |
| **Style** | Learner writes in complete sentences and has no spelling or grammar mistakes. | Learner writes in complete sentences but makes some minor grammar or spelling mistakes. | Leaner writes in complete sentences but makes major grammar/spelling mistakes. | Learners does not write in complete sentences and make major grammar/spelling mistakes | n/a |