

Name: _____

Period: _____

Date: _____

**Summative Assessment: Literacy
Patterns, Rules, and Claims**

CHALLENGE STATEMENT

Read the statement. Then decide: Do you **AGREE** with the statement? Do you **DISAGREE**? Are you somewhere in between? As you respond to the statement make sure that you provide evidence and commentary. Use information from activities in science as your evidence. Make sure that you explain why that evidence supports your claim.

As you write... **Be very complete.** Give as much detail as you can.

Use **WORDS** and **PICTURES** to explain your thinking.

Limit your technical vocabulary. If you need to use scientific terms, be sure to explain what you mean.

Patterns can only be found in math and are of no use in science.

| Summative Assessment: Literacy Patterns, Rules, and Claims | | | | |
|--|--|--|---|--|
| | Advanced (4) | Proficient (3) | Basic (2) | Below Basic (1) |
| Content | Provides insightful commentary and deep analysis of patterns, rules, and claims. | Provides sufficient commentary to demonstrate understanding of patterns, rules, and claims. | Provides insufficient commentary to demonstrate understanding of patterns, rules, and claims. | Lacks commentary or commentary does not demonstrate understanding of patterns, rules, and claims. |
| Lit.1 Literacy: Introduces Claim or Topic | Uniquely and clearly introduces the claim related to the science phenomenon. | The science phenomenon is sufficiently introduced in the claim or topic sentence. | The science phenomenon is minimally introduced in the claim or topic sentence. | The science phenomenon is not introduced in the claim or topic sentence and/or claim or topic sentence is missing. |
| Lit.2 Literacy: Supports Claim or Topic with Evidence | A variety of relevant evidence from class activities richly enhance the claim or topic sentence. | Relevant evidence from class activities are used to support the claim or topic sentence. | Some evidence from class activities are present but are not concrete or relevant enough to fully support the claim or topic sentence. | Evidence from class activities is missing or does not support the claim or topic sentence. |

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| Topic/Challenge Statement/Prompt: | | |
|-----------------------------------|----------|------------|
| Claim | Evidence | Commentary |
| | | |
| | | |
| | | |
| | | |

Things to keep in mind:

Claim: Your response to the prompt. This is your own idea and should be about 1-2 sentences.

Evidence: All your evidence needs to be taken from in-class activities. Use the checklist below to help you determine if you are using appropriate evidence. Evidence is **what** you see, not **why** you see it. You need to provide at least 3 pieces of solid and appropriate evidence for your claim. Examples from your reading is not considered evidence.

Evidence Checklist:

- Practicing with Patterns
- Curious Cube
- Solving Riddles – Practicing Developing Rules
- Bouncy Balls – Practicing Making Claims

Commentary: This is your explanation of the evidence means and why it matters. You need to have commentary for every piece of evidence you provide. Your commentary should answer the following questions: Why did you see what you saw? Why is it important? Your commentary needs to link/connect your evidence to your claim.