

Justification Consideration Rubric – 2015-10-19

For the history of this rubric and examples, see the Box Notes under meeting notes & agendas, 2014-2015, small group meetings, and small group justification

Justifying a claim by interpreting a source

**Always code S&N together*

Source (S): Note: there is no particular progression

1. authoritative source (e.g., teacher, google, book - that generates explanations, facts, evidence)
2. General Everyday experience
3. personal experience (not school? - "One time I saw this...") - (and general world knowledge? - "Everyone knows/has experienced this...") and logic that is based on implied personal experience/general world knowledge
4. hypothetical imagined data/scenario (see condensation example line 12)?
5. "data"
 - a. empirical data (actual data to interpret: measurements from light meters, humidity detectors)
 - b. activity in class (pointing to qualitative interpretation that is easy to interpret)
 - i. past activities
 - ii. current activities ("well, we could do this [i.e., put our hand over our eyes]")

Nature of Justification (N):

0. no justification needed (e.g., google) - the claim is right; just naming/identifying the source
 - (includes: "I did an experiment and saw it was true") "We did an experiment with cups and water"
1. part of data/information that student is extracting from source this is all about identifying the relevant piece of information, observation from the phenomenon, or pattern from the source "we did an experiment with cups and water and the water level went down"
2. Simple interpretation: connecting the interpretation of a source (N1) with the question or thing they are trying to explain directly
 - a. simple connection to claim/question : "We did an experiment with cups and water and the water level went down, which means the water escaped into the air"
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3. Multiple source interpretation: (a and b are not "leveled"; b is not better than a necessarily)
 - a. triangulation with different sources that all "confirm" the same interpretations
 - b. using multiple sources that provide multiple interpretations for various pieces of an overall model/explanation

4. Complex interpretations:

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- a. chaining claims and justification/compounding connections (moving from pattern to interpretation/connection to question requires at least 2 logical steps)
- b. counterfactual/includes a rebuttal/imagining alternatives (in classroom discourse, this may include a student asking a question about another student's idea that provides an imagined alternative that highlights a contradiction; e.g., "What'd you say, there was dust? Ok so like, if like you took that flask, and you took a big sniff-- doesn't dust make you sneeze?")

Consider coding the context or prompt (who, what question) originated the justification.

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