	Novice	***Emerging***	***Proficient***	***Advanced***
Claim *An explanation or conclusion that answers a research question*	*Instructional Context:* With classroom supports and modeling… Context, problem and solutions are all provided, sentence starters or cloze statements...	*Instructional Context:* When presented in isolation... Specific problems are identified, objects / events are given...	*Instructional Context:* When presented in paragraph form… Specific problems are identified, objects / events are given...	*Instructional Context:* When presented in paragraph, or auditory. A general area of focus is provided, students are able to identify problems with teacher guidance...
Identifying / Critiquing	Student can identify the main idea of a short sentence or paragraph.	Student can identify if a statement is a fact or opinion. Student can explain / define a scientific claim.	Student will be able to identify a claim and the associated problem in appropriate grade level text.	Student will be able to critique/ evaluate a claim based on the supporting data
Constructing	Student can comment on an object, tool or solution they are presented with.	Given a problem, object or event, student can state both a fact and an opinion. Student can provide a claim about an identified problem.	Student will be able to make a claim about "the effectiveness of an object, tool, or solution that is supported by evidence". Student will develop a claim that is related to problem.	Student can make a claim about a problem, object or event and provide at least 2 substantiating data points.
	Novice	***Emerging***	***Proficient***	***Advanced***
Evidence *Data that has been collected through measurement, observation, research that pertains to a specific claim.*	*Instructional Context:* With classroom supports and modeling… Context, problem and solutions are all provided, sentence starters or cloze statements...	*Instructional Context:* When presented in isolation... Specific problems are identified, claim and evidence statements are provided….	*Instructional Context:* When presented in paragraph form… Measuring tools, graphing supports and tables have been provided...	*Instructional Context:* When presented in paragraph, or auditory… Student chooses measuring tools, creates own tables and graphs (note not all should occur at once)...
Identifying / Critiquing	Student can identify units of measurement.	Student can identify a fact within a collection of statements.	Student can identify evidence and relate the evidence to the claim and/ the problem at hand.	Student uses the data to evaluate cause and effect, identify data that is relevant and critique data that are not.
Providing	Student can identify what type of measurement they should take in a given situation.	Student can link evidence to a claim. Student can identify what type of measurement or data collection are most appropriate.	Student can create and evaluate data to provide evidence that is related to the claim they have made. Student can take measurements using appropriate tools.	Student collects and provides evidence that supports his/her claims and can explain conflicting evidence.

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Warrant/ Justification *The justification of using the evidence to support the claim, including how the two ideas are **linked**, this encompasses the understanding of relevancy.*	*Instructional Context:* With text at student level, and limited options… Given text and relevant vocabulary choices....	*Instructional Context:* When presented in isolation... Specific problems are identified, objects / events are given, vocabulary lists are available...	*Instructional Context:* When presented in paragraph form… Specific problems are identified, objects / events are given...	*Instructional Context:* When presented in paragraph, or auditory… A general area of focus is provided, student is able to identify problems with teacher guidance...
Identifying / Critiquing	Student can identify evidence that does not belong in a set. Student can identify justification vocabulary in a sentence.	Student can identify a statement that is used to justify the use of data to support a claim.	Student can rank provided justifications from strongest to weakest. Student actively listens to peers sharing justifications about claims.	Student can differentiate between a strong / weak justification and can verbally explain why data are not relevant to a claim.
Constructing	Student can construct a sentence to explain his/her data.	Student can verbally explain why s/he chose to use his/her data points to support his/her claim. Student can construct single written sentences that link their claim and evidence.	Student can sort their evidence into strong and weak supports to his/her claim. S/he are able to write sentences connecting evidence to the claim.	Student can give and receive critique about his/her justifications of evidence. Student can refute weak justifications and evidence.
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Argument *The ability to use evidence to support claims made in order to persuade an audience.*	*Instructional Context:* With text at student level, and limited options… Given text, vocabulary clues, highlighting and other supportive reading strategies...	*Instructional Context:* When presented in isolation... Specific problems are identified, objects / events are given, vocabulary lists are available...	*Instructional Context:* When presented in paragraph form… Specific problems are identified, objects / events are given...	*Instructional Context:* When presented in paragraph, or auditory.. A general area of focus is provided, students are able to identify problems with teacher guidance...
One-Sided	Student can identify claim and evidence in an argument.	Student can identify the claim, evidence, and justification in an argument. Student can identify persuasive and justification vocabulary.	Student is able to make a claim and support it with 2 or more pieces of evidence.	Student is able to make a claim, supported by evidence, and refute a counterclaim.
Two-Sided	Student can identify two sides of an argument.	Student can identify a claim and state its opposite.	Student can identify the two sides of an argument and identify the stronger argument	Student can compare and contrast two arguments, and through analyses, justify why

		Student can sort provided evidence and claims to show two possible arguments.	based on evidence.	one is stronger than the other.