**Claim Evidence Reasoning Checklist:**

**CLAIM:**

* The claim directly answers the question.
* The claim describes what is known at the end.
* The claim is one sentence.

**EVIDENCE: Quantitative data:**

* I used quantitative (number) data first.
* I used averages to report my data.
* I describe both high and low data together.
* \*If there is no high/low then use qualitative data.

**REASONING: Mathematical difference:**

* I calculated the difference between high/low.
* I reported the difference using numbers and units.
* Was this difference significant? (big enough to support the claim or too small to matter).

**EVIDENCE: Patterns:**

* What about other evidence that is not high/low?
* Did you notice any patterns or relationships?

**REASONING: Scientific explanation:**

* I explained the science phenomenon.
* Does the reader/evaluator know why you chose to use the evidence?

**Claim Evidence Reasoning Checklist:**

**CLAIM:**

* The claim directly answers the question.
* The claim describes what is known at the end.
* The claim is one sentence.

**EVIDENCE: Quantitative data:**

* I used quantitative (number) data first.
* I used averages to report my data.
* I describe both high and low data together.
* \*If there is no high/low then use qualitative data.

**REASONING: Mathematical difference:**

* I calculated the difference between high/low.
* I reported the difference using numbers and units.
* Was this difference significant? (big enough to support the claim or too small to matter).

**EVIDENCE: Patterns:**

* What about other evidence that is not high/low?
* Did you notice any patterns or relationships?

**REASONING: Scientific explanation:**

* I explained the science phenomenon.
* Does the reader/evaluator know why you chose to use the evidence?

**Claim Evidence Reasoning Checklist:**

**CLAIM:**

* The claim directly answers the question.
* The claim describes what is known at the end.
* The claim is one sentence.

**EVIDENCE: Quantitative data:**

* I used quantitative (number) data first.
* I used averages to report my data.
* I describe both high and low data together.
* \*If there is no high/low then use qualitative data.

**REASONING: Mathematical difference:**

* I calculated the difference between high/low.
* I reported the difference using numbers and units.
* Was this difference significant? (big enough to support the claim or too small to matter).

**EVIDENCE: Patterns:**

* What about other evidence that is not high/low?
* Did you notice any patterns or relationships?

**REASONING: Scientific explanation:**

* I explained the science phenomenon.
* Does the reader/evaluator know why you chose to use the evidence?