

Claims scoring statement and considerations:

As you use the DiALoG scoring tool in your classroom, you will determine if the following statement is Not Descriptive, Somewhat Descriptive, or Very Descriptive of the discussion you observe.

Students offer claims (tentative answers) to address questions under discussion.

To help determine how well the statement describes the discussion you observe, you might also consider:

At the Very Descriptive level, students consistently engage in discussions by offering claims, or tentative answers, that help explain some aspect of the content under discussion. During a discussion, students generate new claims or revise existing claims to communicate their understanding.

Possible student statements that indicate students are making claims:

- *I believe that*
- *I think that*
- *I predict that*
- *My claim is*
- *One idea I have is*

Useful teacher prompts to model or provide opportunities for students to demonstrate making claims:

- *Is someone willing to share what they think?*
- *We have just discussed . . . evidence. What claim or claims does this seem to support?*
- *Does someone think something else?*
- *What question do we still need to answer?*

Responsive Mini-Lesson Summaries

The Responsive Mini-Lesson (RML) summaries below are intended to help you understand how the lessons help students build facility with making claims during a scientific discussion and to determine which RML is an appropriate fit for your students.

Not Descriptive

At the Not Descriptive level, students rarely offer claims (tentative answers) to address questions under discussion. This may indicate that students have yet to be formally introduced to claims, and/or they are not yet familiar with how claims function as part of a scientific argument.

To respond to a score of Not Descriptive, this lesson provides an introduction to claims as tentative answers to questions about the natural world that need to be supported by evidence. Students are given evidence and claims about three scenarios—manatees in Florida, an invasive species of cane toads in Australia, and a young girl with poison oak. Students decide which claims can be tentatively offered based on available evidence and the scientific question being asked. This accessible content helps students develop an initial understanding of claims. The goal of this lesson is to provide students with an opportunity to think about what a claim is; how claims are related to evidence; and how different people can think differently about evidence and, therefore, make different claims.

Somewhat Descriptive

At the Somewhat Descriptive level, students sometimes offer claims (tentative answers) to address questions under discussion. However, they do not do this consistently. For instance, they might not generate new claims that reflect thinking as additional evidence is shared.

To respond to a score of Somewhat Descriptive, this lesson has students practice generating their own claims after they are given evidence about huge rocks in the middle of a desert that mysteriously slide. Students analyze evidence from the area where the sliding happens before they generate claims about what could be causing the rocks to slide. At the conclusion of the lesson, students learn that scientists are still grappling with the question and continue to work together to collect evidence and make claims in order to become more sure of their ideas. The goal of this lesson is to provide students with an opportunity to make, and hear others make, claims about a set of provided evidence so they are more aware of what claims are and how different people can use the same evidence to make unique claims.