

ASET Science & Engineering Practices (SEP) Tool: Obtaining, Evaluating, and Communicating Information

Name or ID:

Lesson/Unit Title:

Intended grade:

SEP 8	Obtaining, Evaluating, and Communicating Information: Scientists and engineers must be able to communicate clearly and persuasively the ideas and methods they generate. Critiquing and communicating ideas individually and in groups is a critical professional activity. Communicating information and ideas can be done in multiple ways: using tables, diagrams, graphs, models, and equations as well as orally, in writing, and through extended discussions. Scientists and engineers employ multiple sources to obtain information that is used to evaluate the merit and validity of claims, methods, and designs.		
Components of SEP In this lesson/unit plan, it is clear that <i>students</i> have a structured opportunity to:	Mark with "x" if present in lesson	What teacher actions were taken to facilitate this component for students?	What are the students doing?
1) Read, summarize, and/or compare grade-appropriate scientific texts and/or other reliable media			
2) Describe and/or integrate information within and across multiple written texts, media, and/or formats (e.g., diagrams, tables, charts)			
3) Synthesize and evaluate scientific information from appropriate sources			
4) Communicate scientific and/or technical information clearly and persuasively in written and/or oral forms			
Notes on Context/Special Considerations (part of school year, differentiation, student developmental considerations, etc.):			

ASET Grade Band Criteria (Grade Bands: 6-8, 9-12)

Science & Engineering Practices

SEP 8: Obtaining, Evaluating, and Communicating Information: Obtaining, evaluating, and communicating information in 6-8 builds on K-5 experiences and progresses to evaluating the merit and validity of ideas and methods. In 9-12 they build on K-8 experiences and progress to evaluating the validity and reliability of the claims, methods, and designs.

*By the end of the grade band **students** will have had a structured opportunity to develop an understanding of each of these. Individual lessons or units should include opportunities for **students** to practice one or more of the following components*

	6-8 Grade Band	9-12 Grade Band
1) Read, summarize, and/or compare grade-appropriate scientific texts and/or other reliable media	Students critically read scientific texts adapted for classroom use to: <ol style="list-style-type: none"> a. determine/summarize the central ideas b. describe how these ideas are supported by evidence (based on 3-5 criteria) c. obtain scientific and/or technical information d. describe patterns in and/or evidence about the natural and designed world(s). 	Students critically read scientific <u>literature</u> adapted for classroom use to: <ol style="list-style-type: none"> a. determine/summarize the central ideas <u>or conclusions</u> b. describe how these ideas are supported by evidence (based on 3-5 criteria) c. obtain scientific and/or technical information d. summarize complex evidence, concepts, processes, or <u>information presented in a text by paraphrasing them in simpler but still accurate terms</u>
2) Describe and/or integrate information within and across multiple written texts, media, and/or formats (e.g., diagrams, tables, charts)	Students integrate qualitative and/or quantitative scientific and/or technical information in written text with that contained in media and visual displays to clarify claims and findings .	Students compare, and integrate <u>sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a scientific question or solve a problem.</u>
3) Synthesize and evaluate scientific information from appropriate sources	Students: <ol style="list-style-type: none"> a. Gather, read, and synthesize information from multiple appropriate sources and <ol style="list-style-type: none"> i. assess the credibility, accuracy, and possible bias of each publication and methods used, and ii. describe how the information is supported or not supported by evidence. b. Evaluate data, hypotheses, and/or conclusions in scientific and technical texts in light of competing information or accounts. 	Students: <ol style="list-style-type: none"> a. Gather, read, synthesize and evaluate information from multiple <u>authoritative</u> sources and <ol style="list-style-type: none"> i. assess the credibility, accuracy, and possible bias of each publication and methods used, and ii. describe how the information is supported or not supported by evidence. b. Evaluate <u>the validity and reliability of and/or synthesize multiple claims, methods, and/or designs that appear in scientific and technical texts or media reports, reifying the data when possible</u>
4) Communicate scientific and/or technical information clearly and persuasively in written and/or oral forms	Students communicate scientific and/or technical information (e.g. about a proposed object, tool, process, system) in: <ul style="list-style-type: none"> • writing (using various forms of media as well as tables, diagrams and charts) • and/or through oral presentations. 	Students communicate scientific and/or technical information <u>or ideas</u> (e.g. <u>about phenomena and/or the process of development and the design and performance of a proposed process or system</u>) in multiple formats: <ul style="list-style-type: none"> • writing (<u>including graphically, textually, and mathematically</u>) • and/or through oral presentations.