

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

Name or ID:

Lesson/Unit Title:

Intended Grade:

Directions for use

Indicate if a component is present using Y (yes) or N (no) and then, if it is present, fill in the right 2 columns.

A single lesson will most likely not address each of the components below.

The numbering of these components is not meant to indicate they should be used in sequence, they are simply for reference.

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 <u>students</u> have a structured opportunity to:	Present? Y/N	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			

ASET Grade Band Criteria (Grade Band: 6-8)

Science & Engineering Practices	
<p>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.</p>	
<p><i>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</i></p>	
<p>1) Read, summarize, and/or compare grade-appropriate scientific texts and/or other reliable media</p>	<p>Students critically read scientific texts adapted for classroom use to:</p> <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).
<p>2) Describe and/or integrate information within and across multiple written texts, media, and/or formats (e.g., diagrams, tables, charts)</p>	<p>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.</p>
<p>3) Synthesize and evaluate scientific information from appropriate sources</p>	<p>Students:</p> <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.
<p>4) Communicate scientific and/or technical information clearly and persuasively in written and/or oral forms</p>	<p>Students communicate scientific and/or technical information (e.g. about a proposed object, tool, process, system) in:</p> <ul style="list-style-type: none"> • writing (using various forms of media as well as tables, diagrams and charts) • and/or through oral presentations.