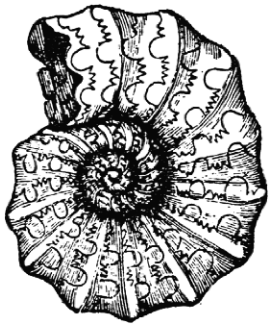
Name: _____ Period: _____

Due Date: _____



Fossils and Earth's History Conclusion

- ✓ **Question:**

How do fossils and sedimentary rocks show Earth's history?

- ✓ **Standard:**

7.2.8 Compare and contrast fossils with living organisms in a given location to explain how earth processes have changed environments over time.

1. There are many different correct answers to this question.
    a. Give at least **two answers** to this question.
    b. Analyze data you collected from the investigation.
    c. Your data can also come from researching the text, videos, and the Internet.
    d. Be sure to include information about sedimentary rocks and fossils.
2. Relate your answer about Earth's history to
    a. climate/environment
    b. organisms (plants and animals)
    c. geologic processes
3. Follow the CER/RACE guidelines and rubric.
    a. You already used this graphic organizer to plan out your answers.
    b. Your score will be an average since you will have two answers.

*If you need more room, add another page after this one.

CER and RACE - Constructed Response Rubric

CER	RACE	4	3	2	1
C- Claim	**R – Restate**	☐ Question is restated using words from the question. ☐ Complete sentences are used.	☐ Question is restated. ☐ Complete sentences are not used.	☐ Question is not restated. ☐ Complete sentences are used.	☐ Question is not restated. ☐ Complete sentences are not used.
	A – Answer	☐ Question is answered correctly. ☐ All parts of the question are answered in depth. ☐ The answer is related to the investigation or research.	☐ Question is answered correctly. ☐ Parts of the answer are missing. ☐ The answer is related to the investigation or research.	☐ Most of the question is answered correctly. ☐ Parts of the answer are missing or incorrect. ☐ The answer is related to the investigation or research.	☐ Question is answered in incorrectly. ☐ The answer is not related to the investigation or research.
E – Evidence	**C – Cite Evidence**	☐ All of the data, observations and facts needed to prove the claim are included. ☐ Specific examples are cited. ☐ All of the evidence is correct.	☐ Data, observations and facts are used to prove the claim, but some evidence is missing ☐ Specific examples are cited. ☐ Some of the evidence might be incorrect.	☐ Data, observations, and facts are used to prove the claim, but most evidence is missing. ☐ Some examples are sited, but might not be specific. ☐ Most of the evidence is incorrect.	☐ Data, observations, and facts are attempted to prove the claim, but does not prove the claim to be true. ☐ All of the evidence is incorrect or does not relate to the question.
R - Reasoning (X2)	**E – Explain Evidence**	☐ Explanation of WHY the evidence proves the claim is complete and makes sense. ☐ All of the ideas necessary to explain the evidence are included. ☐ Scientific vocabulary and ideas are used and described, defined, or explained. ☐ Someone who has never learned this information will understand.	☐ Explanation of WHY the evidence proves the claim is mostly complete and makes sense. ☐ Most of the ideas necessary to explain the evidence is included. ☐ Scientific vocabulary and ideas are used and described, defined, or explained. ☐ Someone who has never learned this information will probably understand.	☐ Explanation of WHY the evidence proves the claim is incomplete and might not make sense. ☐ Some of the ideas necessary to explain the evidence are included. ☐ Scientific vocabulary and ideas are used but may be incorrectly defined or described. ☐ Someone who has never learned this information might not understand.	☐ An explanation is attempted but doesn't make sense. ☐ Scientific vocabulary and ideas are not used. ☐ Someone who has never learned this information might not understand or will be confused.

Language Conventions:	**4**	**3**	**2**	**1**
• spelling • capitalization • punctuation • grammar or word usage • paragraphing • full sentences (no run-on or sentence fragments) • can read handwriting/font • conclusion "flows" and makes sense	**There are few or no errors.** ✓ None of the errors impact the flow of communication.	**Errors are occasional.** ✓ They do not impede the flow of communication.	**Errors are frequent.** ✓ They may cause the reader to stop and reread part of the writing. Flow of communication is impaired.	**Errors are serious and numerous.** ✓ They cause the reader stop often to figure out writer's meaning.

Standards:
NS1, 2, 4*,5*, 6*, 7, 8, 9*, 11*, DP 1, 3, 4, 9, 10 ***depends on data used**

TOTAL: _____/20