## **Constructing Explanations**

Articulating the explanation of phenomena

Elements of Student Performance **High School** 



Science & Engineering Practice 6

## Construct an explanation that includes the relevant disciplinary core idea and the relevant crosscutting concept. Evidence Identify and describe the evidence necessary for constructing an explanation. Use a variety of valid and reliable sources for the evidence, which may include students' own investigations, theories, simulations, and peer review. Describe evidence that includes qualitative or quantitative relationships between dependent and independent variables. Describe the source of the evidence and the technology used to obtain that evidence. Reasoning Use reasoning to logically connect the evidence to the explanation. Describe a chain of reasoning that includes the relevant crosscutting concept. Brook may an the accumutation that theories and how that describe the source of the evidence at the relevant crosscutting concept. Brook may an the accumutation that theories and how that describe the source of the evidence of the relevant crosscutting concept. Brook may anothe accumutation that theories are been accumutation that the relevant to the technology of the source of the evidence to the relevant crosscutting concept. Brook may any the theories area how the technology of the evidence to the evidence t

Base reasoning on the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.

Revising the explanation

Revise their explanation and justify the revision when given new data or information.

HS-PS1-2 / HS-PS1-5 / HS-LS1-1 / HS-LS1-6 / HS-LS2-3 / HS-LS4-2 / HS-LS4-4 / HS-ESS1-2 HS-ESS1-6 / HS-ESS3-1

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