

Abstract Submitted  
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**Supporting and evaluating students written scientific explanations**<sup>1</sup> MARGARET EHRICH, TAMAR MORE, University of Portland  
— We report on a study of students written scientific explanations (narratives) in the context of a general education physics course using the NextGen PET curriculum. Students wrote explanations several times during the course, given prompts with varying levels of scaffolding. We present a rubric for evaluating these written explanation for organization, completeness and correctness, a method for tracking these, preliminary data, and a discussion of the effectiveness of specific interventions.

<sup>1</sup>NextGen PET

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