CRITERIA FOR RICH ARGUMENTATION TASKS

Rich argumentation tasks encompass the following four criteria:

Design Criteria #1: Include a clear guiding question	• Written so that students do not interpret it in many different ways • The question should allow for there to be multiple ways to answer it (i.e. multiple possible claims)
Design Criteria #2: Include multiple potential claims	• There needs to be evidence to support each claim – not just evidence for only one claim • These claims might ultimately be convergent (i.e. meant to come together) or divergent (i.e. competing)
Design Criteria #3: Necessitate the use of evidence	• This evidence might be first hand (measurements or observations that students have collected), or second hand data (e.g. tables, figures, charts that they are given to analyze and use)
Design Criteria #4: Encourage student-driven argumentation	• Students, not the teacher, should be leading and carrying out the argumentation task

Other things to consider when designing rich argumentation tasks:

- What argumentation element(s) do you want to emphasize in the lesson? These could include: evidence, reasoning, student interactions, and competing claims.
- What are the needs of your students (e.g. English language learners, struggling with reasoning)?
- Where are the opportunities in existing curriculum for having students engage in argumentation?
- What kind of evidence is available, and how can it be made accessible to students (e.g. students are studying the solar system and you need to simplify a NASA dataset)?
- How do you want students to engage in an argumentation task (i.e. writing, speaking, reading)?
- What types of supports might your students need to engage in an argumentation task (e.g. sentence starters, graphic organizers)?