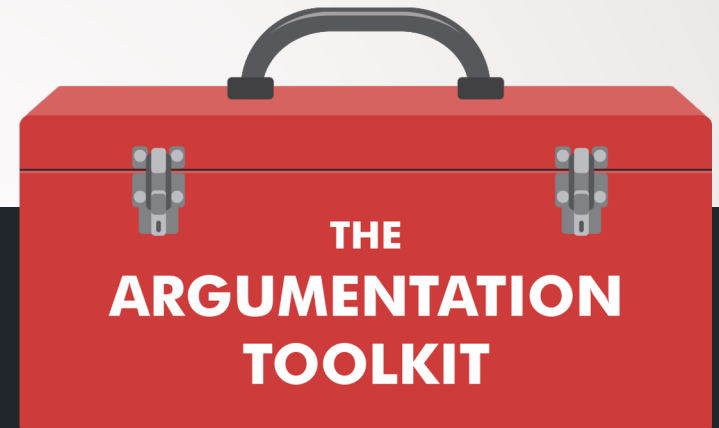


Designing Rich Argumentation Tasks Module



*How can you support students to
evaluate the quality of evidence?*

Agenda

How can you support students to evaluate the quality of evidence?

- Extension – Discussion about *Analyze an argumentation task within a lesson!*
- 1. Video & Discussion: Using the evidence gradient tool
- 1. Activity: Evaluating evidence with the evidence gradient tool
- 1. Discussion: Supporting student discussions about evidence
- 1. Connection back to design criteria
- Extension – *Try it with your students!*



Extension Discussion: *Analyze an argumentation task within a lesson!*

Share the lesson you analyzed, as well as any notes you took.

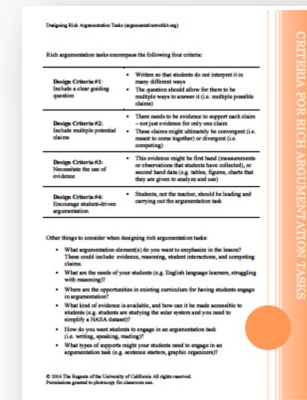
Discussion Questions:

1. Were any of the design criteria strong in the argumentation task you analyzed? Why do you think so?
2. Were any of the design criteria weak in the argumentation task you analyzed? Why do you think so?

Designing rich argumentation tasks

Key criteria:

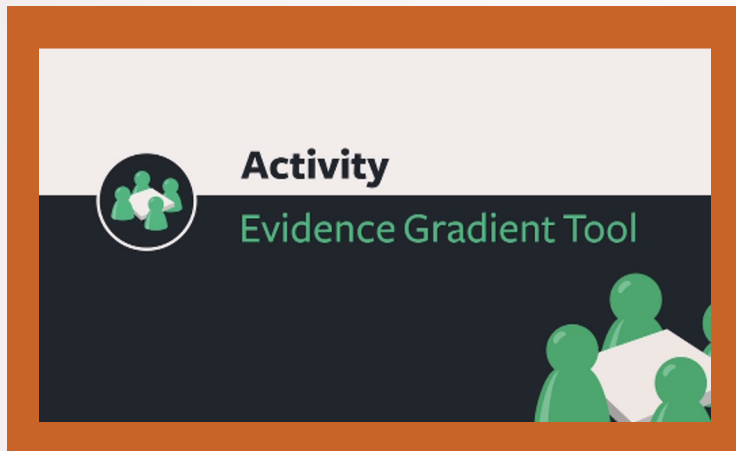
1. Include a clear guiding question
2. Include multiple potential claims
3. Necessitate the use of evidence
4. Encourage student-driven argumentation



Other things to consider:

- What argumentation elements do you want to emphasize in the lesson?
- What are the needs of your students?
- What are the opportunities in existing curriculum for having students engage in argumentation?
- What kind of evidence is available, and how can you make it accessible to students?
- How do you want students to engage in an argumentation task?
- What types of supports might your students need?

1. Video & Discussion: Using the evidence gradient tool



Watch the video below, which provides an introduction to the evidence gradient tool

Discussion Questions:

- What challenges have you experienced supporting your students in evaluating the quality of evidence?
- What different ways could you imagine using the evidence gradient tool to help students assess the quality of evidence?

2. Activity: Evaluating evidence with the gradient tool

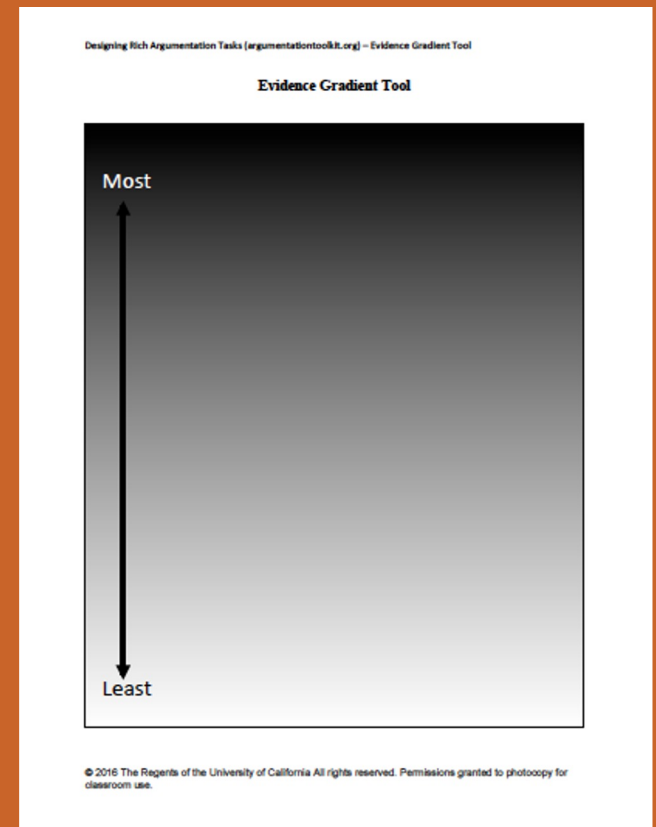
Before conducting this activity, consider and discuss the following questions:

- What are sources you would trust to provide high quality evidence? Why would you trust these sources?
- What are sources you would not trust to provide high quality evidence? Why would you not trust these sources?

2. Activity: Evaluating evidence with the gradient tool

The Task (Part 1):

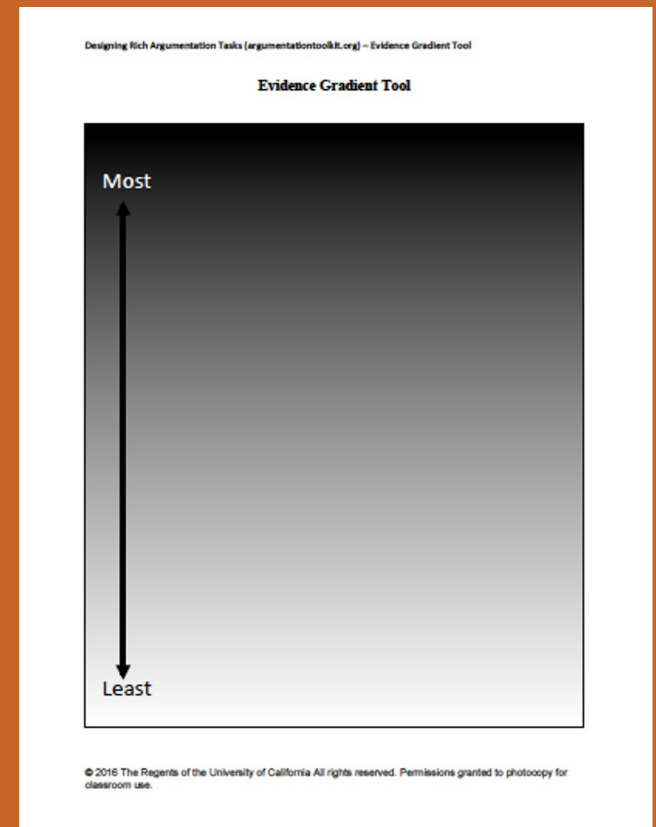
- Use the evidence gradient tool to sort the possible evidence cards according to their source. Place those that are of higher quality at the top of the gradient tool, and those that are of lower quality at the bottom
- Make sure you articulate *why* you rank cards as you do
- Once you have completed the task, share your work with another group and discuss any disagreements you may have



2. Activity: Evaluating evidence with the gradient tool

The Task (Part 2):

- Eliminate cards that you ranked of low quality in terms of source
- Use the evidence gradient tool to rank the remaining evidence cards in terms of how well they support the claim – Ocean currents impact baby American eels' chances of survival. Place those that best support the claim at the top of the gradient tool, and those that support it least at the bottom
- Make sure you articulate *why* you rank cards as you do



Discussion about the Evidence Gradient Tool

- What did you talk about when you were discussing the source of the possible evidence?
- Were any cards difficult to rank? Why?
- How can you envision your students engaging in this activity? What would work well? What challenges would they have?

3. Discussion: Supporting student discussions about evidence

These are strategies that could support students' discussions about evidence:

- Modeling discussions using the evidence gradient tool
- Focusing on one criteria for high quality evidence at a time (e.g. source, manner by which data was collected)
- Circulating the room and encouraging students to discuss the quality of evidence
- Pausing and highlighting strong discussions
- Avoiding a focus on the right answers, and instead emphasizing the importance of the process

3. Discussion: Supporting student discussions about evidence

Discussion Questions:

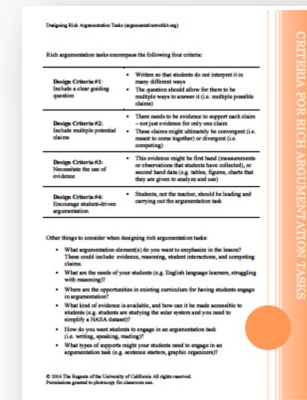
- Are there other strategies that you use to support student discussions around evidence?
- What are benefits of having your students discuss evidence?



Designing rich argumentation tasks

Key criteria:

1. Include a clear guiding question
2. Include multiple potential claims
3. Necessitate the use of evidence
4. Encourage student-driven argumentation



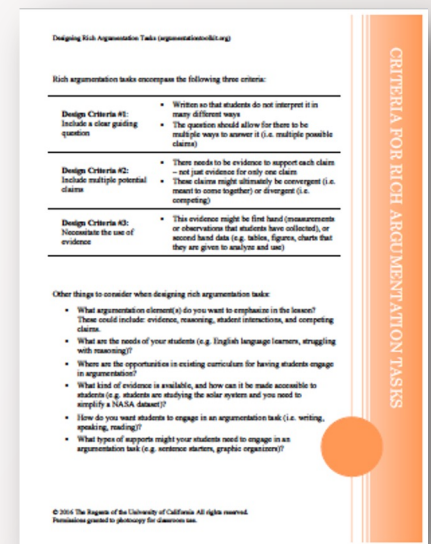
Other things to consider:

- What argumentation elements do you want to emphasize in the lesson?
- What are the needs of your students?
- What are the opportunities in existing curriculum for having students engage in argumentation?
- What kind of evidence is available, and how can you make it accessible to students?
- How do you want students to engage in an argumentation task?
- What types of supports might your students need?

4. Connection back to design criteria

Think-pair-share:

- In the activity you just completed, which design criteria do you think the argumentation task aligned with well?
- Which design criteria do you think the argumentation task did not align with?
- How could you redesign the argumentation task to better align?




Extension: *Try it with your students!*

Develop or revise an argumentation task within a lesson to encourage students to evaluate the quality of evidence. This task could include using the evidence gradient tool or it could be another type of activity.

Remember to consider the key design criteria when completing this task.

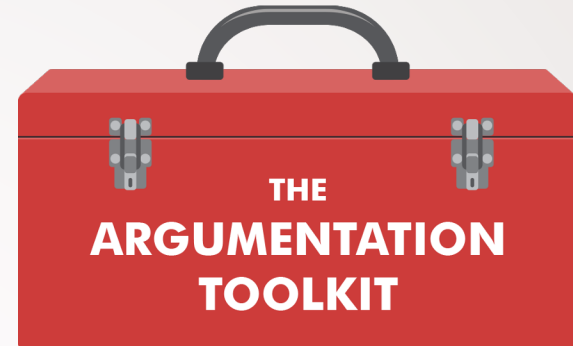
For the next meeting, bring the argumentation task you developed, as well as potentially **student artifacts** of students engaged in this.



Such as a video clip



The Learning
Design Group



PARTNERS AND RECOGNITION



Developed in collaboration
with Boston College



Funding provided by
National Science Foundation

NSF DRL-1119584

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