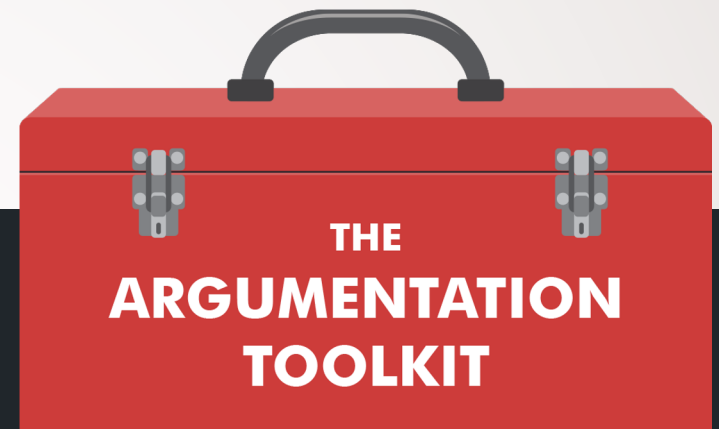


# Designing Rich Argumentation Tasks Module



*Work session – designing a rich  
argumentation task*



# Agenda

*Work session – designing a rich argumentation task*

- Extension – Discussion about *Preparation for work session*
  1. Review of resources for design task
  1. Activity: Work time
  1. Activity: Share out
  1. Takeaways from the module

# Extension Discussion: *Preparation for work session*

Share how you marked the Argumentation Activities Planning Tool. Make sure to explain *why* you marked it as you did.

## Discussion Questions:

1. Was any activity challenging to mark in terms of the argumentation element you would highlight? Why do you think it was challenging?
2. Are there any other activities you have used to support student engagement in argumentation? What are they, and which argumentation element(s) do they target?

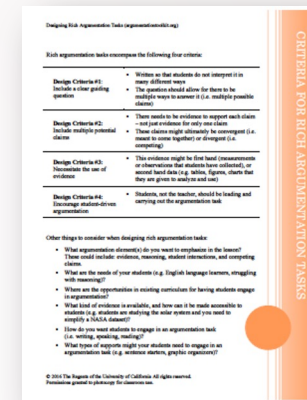
The image shows a screenshot of the 'Argumentation Activities Planning Tool' form. At the top, it says 'Designing High Argumentation Tools (argumentationtoolkit.org) - Argumentation Activities Planning Tool'. Below that is the title 'Argumentation Activities Planning Tool'. The 'Directions' section asks the user to 'Consider your students and curriculum, which argument element do you think you might highlight for each activity?' and to 'Include a list of rationale for your decision, Review the Argumentation Activities handbook if you need a reminder of what each activity entails. Keep these activities in mind as you redesign a lesson during the work session.' The form is a table with four columns: 'Argumentation Activity', 'Evidence', 'Reasoning', 'Student Interaction', and 'Competing Claims'. The 'Argumentation Activity' column lists four activities: 'Evidence Card Sort', 'Evidence Card Sort', 'Reasoning Tool', and 'Anticipation Guide'. The other columns are empty. At the bottom, it says '© 2016 The Regents of the University of California. All rights reserved. Permission granted to photocopy for classroom use.'

Argumentation Activity	Evidence	Reasoning	Student Interaction	Competing Claims
Evidence Card Sort				
Evidence Card Sort				
Reasoning Tool				
Anticipation Guide				

# 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

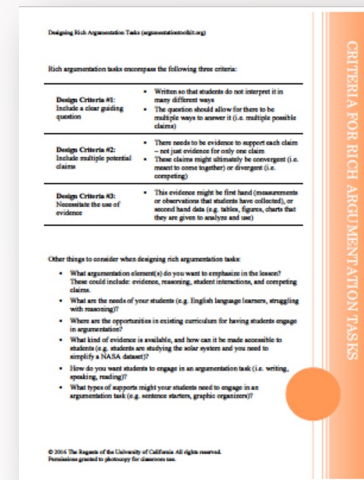


## Other things to consider:

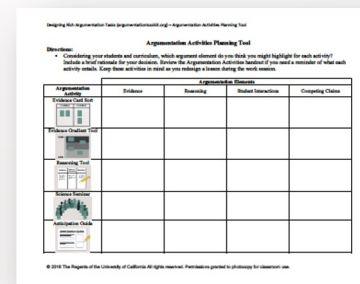
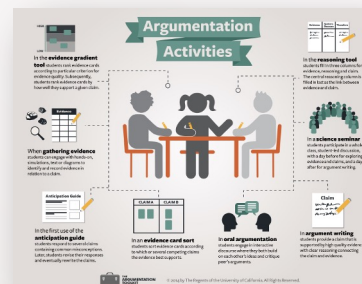
- What argumentation elements do you want to emphasize in the lesson?
- What are the needs of your students?
- What are the opportunities in existing curriculum for having students engage in argumentation?
- What kind of evidence is available, and how can you make it accessible to students?
- How do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

# 1. Review of resources for design task

Keep these design criteria in mind as you revise a lesson to include an argumentation task



Feel free to also use these handouts as resources while you work to redesign a lesson



## 2. Activity: Work time

### The Task:

- Design a new lesson or revise an existing lesson to integrate a rich argumentation task into your science instruction.
- You may choose to do this task individually, in pairs, or in small groups.





# 3. Activity: Share out

Share your lesson redesign, focusing on the argumentation task that you integrated into the lesson. Make sure to explain what you changed, as well as *why* you felt these changes were necessary.



## Discussion Questions:

1. Did anyone hear an argumentation task they liked and would like to keep in mind for their own instruction?
2. What did you find challenging about designing or revising a lesson to include a rich argumentation task?

## 4. Takeaways from the module

Rich argumentation tasks: 1) include a clear guiding question, 2) include multiple potential claims, 3) necessitate the use of evidence, and 4) encourage student-driven argumentation

Existing curricula can be revised to better integrate rich argumentation tasks

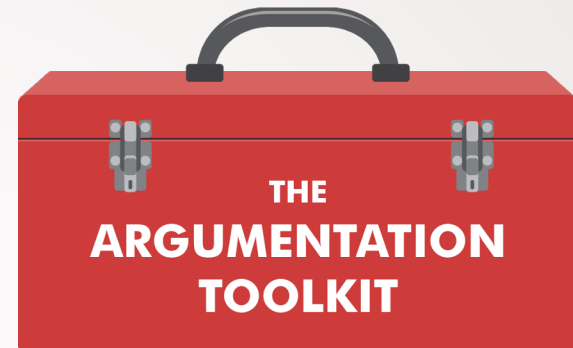
It is important to build a repertoire of instructional activities (e.g. evidence gradient tools, anticipation guide) for supporting students across different argumentation elements







The Learning  
Design Group



## PARTNERS AND RECOGNITION



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