

[Insert Title]
[Optional: Insert Art Work]

Information Sheet for Argumentation Teaching Task (Stand-Alone)

Template task (include number, type, level):	
Teaching task:	
Grade(s)/Level:	
Discipline: (e.g., ELA, science, history, other?)	
Course:	
Author(s):	
Contact information:	

What Task?

TEACHING TASK

Background to share with students:	
Teaching task:	
Extension (optional):	

TEXTS AND OTHER MATERIALS USED IN TEACHING TASK

TEXT/ OTHER MATERIAL	CITATIONS	COMMENTS

COMMON CORE STATE STANDARDS

READING STANDARDS FOR ARGUMENTATION	
“BUILT-IN” READING STANDARDS	“WHEN APPROPRIATE” READING STANDARDS (DARK TEXT MARKS STANDARDS APPLYING TO THIS TEACHING TASK)
1- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	3- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
2- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	5- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., section, chapter, scene, or stanza) relate to each other and the whole.
4- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	6- Assess how point of view or purpose shapes the content and style of a text.
10- Read and comprehend complex literary and informational texts independently and proficiently.	7- Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

	8- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
	9- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
WRITING STANDARDS FOR ARGUMENTATION	
“BUILT-IN” READING STANDARDS	“WHEN APPROPRIATE” READING STANDARDS (DARK TEXT MARKS STANDARDS APPLYING TO THIS TEACHING TASK)
1- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	2- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	3- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
5- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	6- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
9- Draw evidence from literary or informational texts to support analysis, reflection, and research.	7- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
10- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audience.	8- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CONTENT STANDARDS FROM STATE OR DISTRICT

Standards source:	
NUMBER	CONTENT STANDARDS

TEACHING TASK RUBRIC (ARGUMENTATION)

Scoring Elements	Not Yet		Approaches Expectations		Meets Expectations		Advanced
	1	1.5	2	2.5	3	3.5	4
Focus	Attempts to address prompt, but lacks focus or is off-task.		Addresses prompt appropriately and establishes a position, but focus is uneven.		Addresses prompt appropriately and maintains a clear, steady focus. Provides a generally convincing position.		Addresses all aspects of prompt appropriately with a consistently strong focus and convincing position.
Controlling Idea	Attempts to establish a claim, but lacks a clear purpose. (L2) Makes no mention of counter claims.		Establishes a claim. (L2) Makes note of counter claims.		Establishes a credible claim. (L2) Develops claim and counter claims fairly.		Establishes and maintains a substantive and credible claim or proposal. (L2) Develops claims and counter claims fairly and thoroughly.
Reading/ Research	Attempts to reference reading materials to develop response, but lacks connections or relevance to the purpose of the prompt.		Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.		Accurately presents details from reading materials relevant to the purpose of the prompt to develop argument or claim.		Accurately and effectively presents important details from reading materials to develop argument or claim.
Development	Attempts to provide details in response to the prompt, but lacks sufficient development or relevance to the purpose of the prompt. (L3) Makes no connections or a connection that is irrelevant to argument or claim.		Presents appropriate details to support and develop the focus, controlling idea, or claim, with minor lapses in the reasoning, examples, or explanations. (L3) Makes a connection with a weak or unclear relationship to argument or claim.		Presents appropriate and sufficient details to support and develop the focus, controlling idea, or claim. (L3) Makes a relevant connection to clarify argument or claim.		Presents thorough and detailed information to effectively support and develop the focus, controlling idea, or claim. (L3) Makes a clarifying connection(s) that illuminates argument and adds depth to reasoning.
Organization	Attempts to organize ideas, but lacks control of structure.		Uses an appropriate organizational structure for development of reasoning and logic, with minor lapses in structure and/or coherence.		Maintains an appropriate organizational structure to address specific requirements of the prompt. Structure reveals the reasoning and logic of the argument.		Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt. Structure enhances development of the reasoning and logic of the argument.
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.		Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.		Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using appropriate format with only minor errors.		Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using appropriate format.
Content Understanding	Attempts to include disciplinary content in argument, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.		Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.		Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.		Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

What Results?

STUDENT WORK SAMPLES

[Include at least two samples of student work at each scoring level.]