

10.3.2

Lesson 5

Introduction

In this lesson, students learn how to evaluate an evidence-based argument. Students work to develop their ability to identify the necessary components of a compelling argument, systematically evaluate arguments, and assess the effectiveness of these arguments. This work prepares students to begin forming their own evidence-based arguments in 10.3.3.

Students begin the lesson by observing a teacher-led evaluation of a model argument using the Evidence-Based Arguments Checklist. Students then examine a number of evidence-based arguments in groups while examining the logic and quality of each argument using the Evidence-Based Arguments Checklist. Students are assessed via a completed Evidence-Based Arguments Checklist with student notes. For homework, students continue to develop their examination of argument by applying the Evidence-Based Arguments Checklist to two additional sources.

Standards

Assessed Standard(s)	
RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
Addressed Standard(s)	
W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9-10 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.

Assessment

Assessment(s)
Student learning is assessed via completion of the Evidence-Based Arguments Checklist, which students submit along with their evaluation notes at the end of the lesson.
① The Evidence-Based Arguments Checklist serves as the assessment for this lesson.
High Performance Response(s)
A High Performance Response should:
<ul style="list-style-type: none"> See the Model Evidence-Based Arguments Checklist.

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> None.*
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> None.*

*In their research and reading, students will encounter domain-specific vocabulary related to their individual research questions/problems. Students will track some of this vocabulary in their vocabulary journals when conducting independent searches during class and for homework.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> Standards: RI.9-10.8, W.9-10.9, W.9-10.7, SL.9-10.1 Model Source Texts: “A Court Allows Payment for Bone Marrow. Should People be Able to Sell Their Parts?” by Alice Park, “Do We Own Our Bodily Tissues?” by Margaret Ng Thow Hing (http://www.voiceofsandiego.org/), “Tissue Banks Trigger Worry About Ownership Issues” by Charlie Schmidt (http://www.oxfordjournals.org/), “Body of Research - Ownership and Use of Human Tissue” by R. Alta Charo (http://www.nejm.org/), “My Body, My Property” by Lori B. Andrews (http://chicagotribune.com/) Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda 	1. 5%

2. Homework Accountability	2. 10%
3. Understanding Compelling Arguments	3. 20%
4. Introducing the Evidence-Based Arguments Checklist	4. 30%
5. Finding Compelling Arguments and Assessment	5. 30%
6. Closing	6. 5%

Materials

- Copies of the Evidence-Based Arguments Checklist for each student
- Research Portfolios (refer to 10.3.2 Lesson 1)
- Chart paper

Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	<i>Italicized text indicates a vocabulary word.</i>
►	Indicates student action(s).
💬	Indicates possible student response(s) to teacher questions.
❗	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda

5%

Begin by reviewing the agenda and assessed standards for this lesson: RI.9-10.8 and W.9-10.9. Explain to students that in this lesson they are going to focus on developing an understanding of evidence-based arguments by first examining a model argument as a class, then by working in groups to complete an Evidence-Based Arguments Checklist. Students work collaboratively in groups to identify the components of a compelling argument. Students complete their Evidence-Based Arguments Checklist as the culmination of the group work in this lesson. This completed Evidence-Based Arguments Checklist serves as the assessment for this lesson.

- Students look at the agenda.

Activity 2: Homework Accountability

10%

Instruct students to take out the homework from the previous lesson: “Annotate and take notes on your Taking Notes Tools for two sources identified in the Potential Sources Tool from 10.3.2 Lesson 3. Continue to record vocabulary from these preliminary searches in your Vocabulary Journal.”

- ▶ Students take out their homework.

Instruct students to form pairs with a classmate for a Turn-and-Talk about the annotation and note taking processes. Specifically, instruct pairs to discuss two details from the close reading of at least one source by discussing how the details address a selected inquiry question.

- ▶ Students Turn-and-Talk about the details in one source and how they address a selected inquiry question.

① Circulate during the Turn-and-Talk to monitor students’ discussions and consider collecting homework to monitor students’ research progress.

Lead a brief share out of students’ discussions.

- ☛ Student responses vary by individual research question/problem but may resemble:
 - In Source number 1, the author says, “But if the bone-marrow case starts changing that – and experts say it could – it might jump-start a dangerous trend in which lower-income groups were disproportionately targeted or incentivized to give up their marrow and people with rarer blood types demanded more money for their valuable cells” (par. 7). This connection helps to expand my research topic because it shows the issues or concerns with people selling their tissue, which relates to tissue ownership.
 - In Source number 1, the author documents many cases about patient rights and the different uses and varieties of tissue for sale but he does not cite any additional court cases beyond the Flynn case. I need to find other sources that better inform my research topic with diverse evidence.

Activity 3: Understanding Compelling Arguments

20%

Lead a discussion to develop the idea of *compelling* arguments for students. Explain to students that a thorough evaluation of an argument has two components: the examination of the objective strengths and weaknesses of the argument and the consideration of one’s own developing perspective on an issue. Remind students that an argument is a composition of precise claims about a topic, including relevant and sufficient evidence, and valid reasoning.

Provide students with the following definitions: *compelling* means “having a powerful and irresistible effect, requiring acute admiration, attention, or respect,” and *evaluate* means “to determine the worth or quality of a thing,” in this instance, the strength and effectiveness of the arguments presented.

- ▶ Students write the definitions of *compelling* and *evaluate* in a vocabulary journal.

Use the following questions to review the work completed in 10.3.1 on argument, central claims, and perspective.

What is perspective?

- 💬 How one understands an issue, including his/her relationship to and analysis of the issue.

What is a central claim?

- 💬 An author or speaker's main point about an issue in an argument.
- ① The central claim of an argument also may be called a thesis or a position (the author or speaker's stance). The central claim also may imply the author or speaker's point of view or purpose (RI.9-10.6).

How is an argument related to a central claim?

- 💬 Student responses should include:
 - A central claim is an author's main point or statement about an issue.
 - An argument is the text as a whole and it is a composition of a series of precise claims supported by relevant and sufficient evidence and valid reasoning.
 - A person might use several supporting claims to defend his/her central claim.

What is valid reasoning?

- 💬 Valid reasoning is sound or logical relationships among ideas, including relationships among claims and relationships across evidence.
- ① **Differentiation Consideration:** If students struggle, consider providing definitions of each of the terms and leading discussion on the differences apparent in the terms.

Explain to students that some of the sources they have identified in preliminary searches contain one or more central claims and that the thorough evaluation of these central claims is important in determining the merit of the source and whether or not it can contribute to an understanding of the research topic/area of investigation. Guide students through the following questions to strengthen their understanding of arguments and how to evaluate them.

What makes an argument effective?

- 💬 Student responses should include:
 - Clearly stated claims.
 - Significant evidence that is relevant and sufficient to the argument's claims.
 - A strong line of reasoning.

What might make an argument ineffective?

🗣 Student responses should include:

- It uses a confusing structure.
- The evidence is unrelated and does not support the argument.
- The argument ignores other perspectives.
- The argument does not include effective reasoning, so relationships are missing among the evidence, supporting claims, and central claim.

① **Differentiation Consideration:** If students struggle with the above questions, consider discussing with them a specific argument in *The Immortal Life of Henrietta Lacks* and what made it effective or ineffective. Specifically re-examine the excerpts “Illegal, Immoral, and Deplorable” and “Who Told You You Could Sell My Spleen?”.

Activity 4: Introducing the Evidence-Based Arguments Checklist**30%**

Introduce students to the Evidence-Based Arguments Checklist. Explain to students that they are going to use it to evaluate central claims, supporting claims, reasoning, and evidence in sources, so that they can gain a better understanding of compelling arguments.

- ▶ Students listen.

Lead students through an examination of the Evidence-Based Arguments Checklist, focusing on the various criteria present on the checklist.

- ▶ Students follow along.

Explain to students that the Evidence-Based Arguments Checklist is composed of four major sections that serve to evaluate an argument.

- Content and Analysis
- Command of Evidence
- Coherence and Organization
- Control of Language and Conventions

Explain to students that these four sections are the support structure of the argument. As a strong central claim is supported by strong supporting claims, a strong argument is supported by a strong content and analysis, command of evidence, coherence and organization, and control of language and conventions.

- ▶ Students listen.

Using the criteria of the Evidence-Based Arguments Checklist, examine the model argument and complete the checklist by modeling for students.

Display the model source, “A Court Allows Payment for Bone Marrow. Should People be Able to Sell Their Parts?” from 10.3.2 Lesson 4 for students. Inform students that they are to use the Evidence-Based Arguments Checklist to evaluate the argument in this model source.

- ▶ Students listen.

① The model source “A Court Allows Payment for Bone Marrow. Should People be Able to Sell Their Parts?” by Alice Park can be accessed online at <http://healthland.time.com/2012/07/02/a-court-allows-payment-for-bone-marrow-should-people-be-able-to-sell-their-parts/>.

Explain to students that each section of the Evidence-Based Arguments Checklist consists of several smaller areas where students can indicate with a check mark if they find this item is present in the argument. Next to this is a section where students should provide additional notes on where they found this information in the text and how the author fulfills this section of the checklist.

- ▶ Students follow along on their Evidence-Based Arguments Checklist.

Explain to students that the purpose of completing the Evidence-Based Arguments Checklist is not to evaluate whether an argument passes or fails an examination by checking off boxes; instead it should be used to identify the sections in which the argument succeeds in providing a strong example of an evidence-based argument. By learning to identify effective components of an argument, students are able to strengthen their own work by searching for strong arguments in this unit and writing strong arguments in 10.3.3.

- ▶ Students listen.

Instruct students to examine the first section of the Evidence-Based Arguments Checklist: Content and Analysis. Explain to students that this section is further broken down into four subsections: Clarity and Relevance, Conformity to Sources, Understanding of the Issue, and Acknowledgement of Other Perspectives. The goal of these four subsections is to identify the strength of the author’s content by examining their use of varied sources and clear claims, and identifying if they possess a deep and thorough understanding of the issue supported by broad research. Instruct students to follow along on their Evidence-Based Checklist.

- ▶ Students follow along.

- Clarity and Relevance

Examine this section with students. Explain that each subsection has a sentence that explains what an ideal example of this technique would look like. For example, a well-executed example of Clarity and Relevance “purposefully states a central claim that is linked to a clearly identified context (topic, problem, issue) that establishes its relevance.” Instruct students that they can use this as a guideline and reference for examining a text.

Explain to students that in the model text examined, the author does not put forward a strong central claim, as the article is not an argument. The absence of this purposefully stated central claim means that the check box should be left blank on the Evidence-Based Arguments Checklist.

Examine the comments sections with students. Inform students that this section is where they need to explain their reasoning for their observations and provide evidence when necessary. As some arguments might have subtle examples of each of these sections, it is essential that each student justify their choices in this section. The comment box provides students the opportunity to defend their decisions.

Model the comments section for students by filling in the comments box with a short statement that provides reasoning and examples that support the decision about whether or not this component is present in the text.

① Consider using the example above or the example from the model tool to show how to complete the Comments section of the tool.

► Students follow along.

- Conformity to Sources

Examine this section with students. Inform students that a well-executed example of Conformity to Sources “presents a perspective that arises from ideas and evidence found in a range of diverse, credible and significant sources.” This section has two important meanings: the writer must present a perspective in the text, and must also provide a range of ideas and evidence that are different from one another, significant in their content, and credible. Instruct students that they can use this as a guideline and reference for examining a text.

① Remind students of the word *credible* from 10.3.2 Lesson 3 (“worthy of belief or confidence; trustworthy”).

Inform students that Park presents a number of different sources that inform the perspective of the text. She includes several experts in different fields to represent different opinions on the subject. She also uses the statement of the court ruling to provide additional context. Because of the varied and deep selection of sources and the methods by which Park presents them, this component should be considered present in the text and indicated as such with a check mark.

Model the comments section for students by filling in the comments box with a short statement that provides reasoning and examples that support the decision about whether or not this component is present in the text.

① Consider using the example above or the example from the model tool to show how to complete the Comments section of the tool.

► Students follow along.

- Understanding of the Issue

Examine this section with students. Inform students that a well-executed example of Understanding of the Issue “presents a perspective based on a comprehensive understanding of the issue, and establishes a series of valid claims that emerge from reasoned analysis.” Instruct students that they can use this as a guideline and reference for examining a text.

Inform students that in the model text examined, Park provides a large amount of information about organ and tissue donation. Although, as discussed earlier, she does not put forward a central claim, her questions and examples follow a clear, reasoned analysis as Park explores the implications of these changes in tissue donation. As the text fulfills the criteria of this component, it should be considered present in the text and indicated as such with a check mark.

Model the comments section for students by filling in the comments box with a short statement that provides reasoning and examples that support the decision about whether or not this component is present in the text.

① Consider using the example above or the example from the model tool to show how to complete the Comments section of the tool.

- ▶ Students follow along.

- Acknowledgement of Other Perspectives

Examine this section with students. Explain that a well-executed example of Acknowledgement of Other Perspectives effectively “recognizes opposing or alternate claims and distinguishes these claims from the stated perspective.” This means that the author achieves two important goals: they provide other claims in the argument and they effectively distinguish these claims from each other and from the central claim of the argument.

Explain to students that in the model text examined, the author successfully includes a variety of perspectives to deepen the reader’s understanding of the issue. Park also separates each perspective from both her writing and other presented perspectives by breaking up stated perspectives with paragraphs that provide valuable background information. As the text fulfills the criteria of this component, it should be considered present in the text and indicated as such with a check mark.

Model the comments section for students by filling in the comments box with a short statement that provides reasoning and examples that support the decision about whether or not this component is present in the text.

① Consider using the example above or the example from the model tool to show how to complete the Comments section of the tool.

- ▶ Students follow along.

Using this format, continue modeling the Evidence-Based Arguments Checklist using the Model Evidence-Based Arguments Checklist at the end of this lesson.

- ▶ Students follow along.

- ① **Differentiation Consideration:** Consider using the end of this section as an opportunity to field questions about the Evidence-Based Arguments Checklist and check in with students to gauge understanding of the tool in preparation for the following activity.

Activity 5: Finding Compelling Arguments and Assessment

30%

Explain to students that they are now going to participate in an activity using the Evidence-Based Arguments Checklist. Students work in groups to evaluate at least two posted arguments by completing an Evidence-Based Arguments Checklist.

Post three to four model arguments around the classroom for students to examine.

- ① Consider using the following model arguments or finding additional arguments that are better suited to students' needs.
 - "Do We Own Our Bodily Tissues?" by Margaret Ng Thow Hing (<http://www.voiceofsandiego.org/>)
 - "Tissue Banks Trigger Worry About Ownership Issues" by Charlie Schmidt (<http://www.oxfordjournals.org/>)
 - "Body of Research - Ownership and Use of Human Tissue" by R. Alta Charo (<http://www.nejm.org/>)
 - "My Body, My Property" by Lori B. Andrews (<http://chicagotribune.com/>)

Inform students that the following activity develops their understanding of how to evaluate arguments by asking them to work in groups to examine the posted arguments. Students examine the posted arguments and use the Evidence-Based Arguments Checklist to evaluate these arguments. In addition, students should provide textual evidence for their judgment by including where they found evidence of the arguments' strengths/weaknesses in the comments section of the Evidence-Based Arguments Checklist.

- ▶ Students listen.

- ① Consider posting arguments that contain varying levels of sophistication with regard to the Evidence-Based Arguments Checklist (i.e., arguments that fail to provide a command of evidence or sufficient analysis.)

Designate four to five students per group for this activity. Assign each group a posted argument and then instruct each group to move clockwise after the first half of this activity to examine the next model argument. Each group evaluates two posted arguments. Using the Evidence-Based Arguments Checklist, each student group should discuss the different arguments and collaborate to discover the strengths and weaknesses of each argument.

- ▶ Student groups complete the Evidence-Based Arguments Checklist by circulating and evaluating at least two posted arguments.
 - ① Consider circulating during this activity to offer support and provide answers to any clarifying questions.
 - ① Remind students that evaluating arguments is also part of the research aspect of W.9-10.7.
 - ① Consider reminding students of their previous work with standard SL.9-10.1, which requires that students participate in collaborative discussions, building on each other's ideas and expressing their own clearly and persuasively.
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Inform students that they should complete an Evidence-Based Arguments Checklist for each of their two assigned arguments and turn them in at the end of the lesson.

- ① **Differentiation Consideration:** Depending on the skill level of the students, consider adjusting the number of argument evaluations required for this lesson assessment or assigning specific model arguments to specific groups.

Activity 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to find two potential sources and evaluate the arguments in the sources by using the Evidence-Based Arguments Checklist. Ask students to include detailed comments and textual evidence to support their choices in the comments section of the Evidence-Based Arguments Checklist for each potential source.

- ▶ Students follow along.
- ① **Differentiation Consideration:** Some of the topics students are researching may yield complex or inaccessible texts. To address this concern, consider recommending that students make use of free databases accessible through <http://novelnewyork.org/> such as Grolier, Gale, and ProQuest; these databases allow searches by subject/keyword and students may filter the searches so that only texts within certain Lexile ranges are returned. Consider collaborating with a librarian or media specialist to access these databases and create filtered searches that support students' reading levels.

Homework

Find two potential sources and evaluate the arguments in the sources by using the Evidence-Based Arguments Checklist. Include detailed comments and textual evidence to support your choices in the comments section of the Evidence-Based Arguments Checklist for each potential source.

Evidence-Based Arguments Checklist

Name:		Class:		Date:	
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Argument Sections	Section Components	<input type="checkbox"/>	Comments
Content and Analysis	Clarity and Relevance: Purposefully states a central claim that is linked to a clearly identified context (topic, problem, issue) that establishes its relevance.	<input type="checkbox"/>	
	Conformity to Sources: Presents a perspective that arises from ideas and evidence found in a range of diverse, credible, and significant sources.	<input type="checkbox"/>	
	Understanding of the Issue: Presents a perspective based on a comprehensive understanding of the issue, and establishes a series of valid claims that emerge from reasoned analysis.	<input type="checkbox"/>	
	Acknowledgement of Other Perspectives: Recognizes opposing or alternate claims and distinguishes these claims from the stated perspective.	<input type="checkbox"/>	

Command of Evidence	Reasoning: Links evidence and claims together logically in ways that lead to the conclusions expressed in the central claim.	<input type="checkbox"/>	
	Use of Evidence: Supports the central claim and each supporting claim with valid inferences based on credible evidence.	<input type="checkbox"/>	
	Thoroughness and Objectivity: Represents a comprehensive understanding of the issue where the argument's claims and supporting evidence fairly addresses relevant counterclaims and discusses conflicting evidence.	<input type="checkbox"/>	
Coherence and Organization	Relationship Among Parts: Establishes clear and logical relationships between supporting claims and a central claim.	<input type="checkbox"/>	
	Effectiveness of Structure: Adopts an organizational strategy, including an introduction and conclusion, which clearly and compellingly communicates the argument.	<input type="checkbox"/>	

Control of Language and Conventions	Clarity of Communication: Is communicated clearly and coherently. The writer's opinions are clearly distinguished from objective summaries and statements.	<input type="checkbox"/>	
	Word Choice/Vocabulary: Uses topic-specific terminology appropriately and precisely.	<input type="checkbox"/>	
	Style/Voice: Maintains a formal and objective tone appropriate to the intended audience. The use of words, phrases, clauses, and varied syntax draws attention to key ideas and reinforces relationships among ideas.	<input type="checkbox"/>	
	Responsible Use of Evidence: Cites evidence in a responsible manner that anticipates the audience's knowledge level, concerns, values, and possible biases. Quotes sufficient evidence exactly, or paraphrases accurately, referencing precisely where the evidence can be found.	<input type="checkbox"/>	

	Conventions of Writing: Illustrates consistent command of standard, grade-level-appropriate writing conventions.	<input type="checkbox"/>	
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Model Evidence-Based Arguments Checklist

Name:		Class:		Date:	
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Argument Sections	Section Components	<input type="checkbox"/>	Comments
Content and Analysis	Clarity and Relevance: Purposefully states a central claim that is linked to a clearly identified context (topic, problem, issue) that establishes its relevance.	<input type="checkbox"/>	Although Park has a central claim (changing technology requires careful examination of tissue and organ sales in order to protect patients and society) it is not explicitly stated in this article. Park's goal is to provide a board-informative piece and raise questions about the subject, not to make an evidence-based claim.
	Conformity to Sources: Presents a perspective that arises from ideas and evidence found in a range of diverse, credible and significant sources.	<input checked="" type="checkbox"/>	Park presents a large number of sources and ideas in this piece. In fact, the whole article is a collection of connected ideas and expert opinions. Park chooses experts in the medical field to offer opinions about the issues she is discussing.
	Understanding of the Issue: Presents a perspective based on a comprehensive understanding of the issue, and establishes a series of valid claims that emerge from reasoned analysis.	<input checked="" type="checkbox"/>	The article brings together a broad understanding of the issues related to the sale of tissue. It starts by discussing the landmark court decision regarding the donating of bone marrow, then examines the changes that this evolving landscape of technology might bring about.
	Acknowledgement of Other Perspectives: Recognizes opposing or alternate claims and distinguishes these claims from the stated perspective.	<input checked="" type="checkbox"/>	Park acknowledges several perspectives in this article while giving a broad overview of the issue. The opposing viewpoints of Dr. Robert Klitzman's comments about the buying and selling of humans and Jeffery Kahn's statement, "that the technology could potentially be groundbreaking" show Parks use of different claims. In addition, Park distinguishes these claims by interjecting informative and speculative paragraphs between them.

Command of Evidence	Reasoning: Links evidence and claims together logically in ways that lead to the conclusions expressed in the central claim.	<input checked="" type="checkbox"/>	Park clearly uses a chain of reasoning to link the earlier ideas about tissue donation through to the idea of patients' rights and the value of human life. Park also provides an important speculative route by building the idea of future concerns throughout the piece. This helps connect the idea of new technologies and organ donation with the speculative question that Park asks at the beginning of the text, "What other body parts might next be up for sale?"
	Use of Evidence: Supports the central claim and each supporting claim with valid inferences based on credible evidence.	<input type="checkbox"/>	This article is more of an opinion piece than an argument, so Park does not use much hard evidence to support her claims. Instead the article serves more as a survey of the available information while presenting different opinions and questions for the reader to ponder.
	Thoroughness and Objectivity: Represents a comprehensive understanding of the issue where the argument's claims and supporting evidence fairly addresses relevant counterclaims and discusses conflicting evidence.	<input checked="" type="checkbox"/>	The article represents a thorough examination of the issue. Park brings many different angles and viewpoints into play while raising a number of pertinent questions about tissue sale. This is achieved while maintaining a high level of journalistic impartiality.
Coherence and Organization	Relationship Among Parts: Establishes clear and logical relationships between supporting claims and a central claim.	<input type="checkbox"/>	As the article does not have any particularly strong claims, the relationship between these claims is not well established.
	Effectiveness of Structure: Adopts an organizational strategy, including an introduction and conclusion, which clearly and compellingly communicates the argument.	<input checked="" type="checkbox"/>	The information of the piece is very well communicated and Park succeeds in presenting a compelling unfolding of information that draws the reader into the text.

Control of Language and Conventions	Clarity of Communication: Is communicated clearly and coherently. The writer's opinions are clearly distinguished from objective summaries and statements.	<input checked="" type="checkbox"/>	As the source is mainly journalistic, Park does not spend much time on her opinions. The separation that does exist between the objective summaries and Park's input is clear however.
	Word Choice/Vocabulary: Uses topic-specific terminology appropriately and precisely.	<input checked="" type="checkbox"/>	The vocabulary is well chosen and not overwhelming. The technical term at the heart of the article, peripheral apheresis, is clearly and quickly defined for the reader.
	Style/Voice: Maintains a formal and objective tone appropriate to the intended audience. The use of words, phrases, clauses, and varied syntax draws attention to key ideas and reinforces relationships among ideas.	<input checked="" type="checkbox"/>	The source is written in an informal journalistic style and keeps that tone throughout. This keeps the writing of the article brisk and on point.
	Responsible Use of Evidence: Cites evidence in a responsible manner that anticipates the audience's knowledge level, concerns, values, and possible biases. Quotes sufficient evidence exactly, or paraphrases accurately, referencing precisely where the evidence can be found.	<input type="checkbox"/>	The evidence that Park provides is mainly in the form of quotes and stated information. Park, however, does not provide clear paths for the facts that she does present.

	Conventions of Writing: Illustrates consistent command of standard, grade-level-appropriate writing conventions.	<input checked="" type="checkbox"/>	The writing in the article is consistent.
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