

12.3.1 Lesson 18

Introduction

In this lesson, students learn how to evaluate an evidence-based argument. Students learn to identify and assess the necessary components of an effective argument. This work prepares students to begin forming their own evidence-based arguments in 12.3.2.

Students begin the lesson with a brief discussion about the components of an effective argument. Small groups of students then examine two evidence-based arguments, assessing the quality of each argument using the Evidence-Based Arguments Checklist. Student learning is assessed via completion of the Evidence-Based Arguments Checklist, which students submit with their evaluation notes at the end of the lesson.

For homework, students find two potential sources and evaluate the arguments in the sources using the Evidence-Based Arguments Checklist. Students include detailed comments and textual evidence to support their choices in the “Comments” section of the Evidence-Based Arguments Checklist for each potential source.

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Standards

| Assessed Standard(s) | |
|-----------------------|--|
| CCRA.R.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. |
| W.11-12.8 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| Addressed Standard(s) | |
| W.11-12.7 | 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.11-12.1 | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11-12 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively. |

Assessment

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

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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.* |
| Additional vocabulary to support English Language Learners (to provide directly) |
| <ul style="list-style-type: none"> None.* |

*In their research and reading, students encounter domain-specific vocabulary related to their individual areas of investigation/problem-based questions. Consider instructing students to use a vocabulary journal to track this vocabulary when conducting independent searches during class and for homework.

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Lesson Agenda/Overview

File: 12.3.1 Lesson 18 **Date:** 4/3/15 **Classroom Use:** Starting 4/2015

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| Student-Facing Agenda | % of Lesson |
|--|--|
| Standards & Text: <ul style="list-style-type: none"> Standards: CCRA.R.8, W.11-12.8, W.11-12.7, SL.11-12.1 Model Source Text #1: “Empowering Women Is Smart Economics” by Ana Revenga and Sudhir Shetty | |
| Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Effective Arguments Discussion 4. Evidence-Based Arguments Checklist 5. Argument Evaluation Activity and Assessment 6. Closing | <ol style="list-style-type: none"> 1. 5% 2. 10% 3. 20% 4. 30% 5. 30% 6. 5% |

Materials

- Copies of the Evidence-Based Arguments Checklist for each student (at least four copies each)
- Chart paper

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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 the assessed standards for this lesson: CCRA.R.8 and W.11-12.8. In this lesson, students discuss and evaluate evidence-based arguments by completing an Evidence-Based Arguments Checklist.

- Students look at the agenda.

Activity 2: Homework Accountability

10%

Instruct students to take out their responses to the previous lesson's homework assignment. (Annotate and take notes for two more sources found in 12.3.1 Lesson 16. Be prepared to discuss at least two notes that address a selected inquiry question.) Instruct student pairs to discuss two notes that address a selected inquiry question.

- Student responses vary depending on individual research questions/problems and research.

Lead a brief share out of student discussions.

- Consider collecting homework to monitor students' research progress.

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Activity 3: Effective Arguments Discussion

20%

Remind students that an *argument* is a composition of precise claims about an issue, including relevant and sufficient evidence and valid reasoning. Inform students that as they continue in their research, they should look for effective arguments related to their areas of investigation. Lead a discussion to develop students' understanding of what an effective argument is. To thoroughly evaluate an argument, determine whether it is effective, and develop their own perspective on the issue, students must consider the strengths and weaknesses of the argument.

Use the following questions to review the work previously completed in 12.3.1 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.
- 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.11-12.6).

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 composed 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.
- **Differentiation Consideration:** If students struggle, consider providing definitions of each of the terms and leading a discussion on the differences apparent in the terms. Remind students that they did not identify Diamond's central claim in *Guns, Germs, and Steel* because they did not read and analyze the entire book.

Explain to students that some of the sources identified in preliminary searches may contain one or more central claims. Explain that thorough evaluation of these central claims is important in determining the merit of a source and whether or not it can contribute to an

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understanding of an 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:
 - An effective argument clearly states claims.
 - It contains significant evidence that is relevant and sufficient to the argument's claims.
 - A strong line of reasoning makes an argument effective.

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.
- **Differentiation Consideration:** Consider reviewing what constitutes relevant and sufficient evidence and valid reasoning, to which students were introduced in 12.3.1 Lessons 6, 8, 11, and 12.

Lead a brief whole-class discussion of student responses.

Activity 4: Evidence-Based Arguments Checklist

30%

Distribute the Evidence-Based Arguments Checklist to students. Explain that students use this checklist to evaluate central claims, supporting claims, evidence, and reasoning in sources as they build their understanding of an effective argument's components.

- Students listen.

Lead students through an examination of the Evidence-Based Arguments Checklist, focusing on the various criteria present on the checklist. Explain to students that the Evidence-Based Arguments Checklist is composed of 4 major sections:

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

Explain that these 4 sections comprise the support structure of the argument. As a strong central claim is supported by strong supporting claims, a strong argument is supported by strong content and analysis, command of evidence, coherence and organization, and control of language and conventions. Explain that the purpose of completing the Evidence-Based Arguments Checklist is to identify the sections in which the source provides strong or weak examples of an evidence-based argument. Learning to identify effective components of an argument enables students to strengthen their own work by searching for strong arguments in 12.3.1 and writing strong arguments in 12.3.2.

- Students listen and follow along.
-

Explain that students work in pairs to examine a model argument and practice completing the first section of the Evidence-Based Arguments Checklist. Display the model source, “Empowering Women Is Smart Economics” by Ana Revenga and Sudhir Shetty, from 12.3.1 Lesson 17.

- Students listen.

Explain to students that each section of the Evidence-Based Arguments Checklist consists of several smaller components or subsections. 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 4 components or subsections: “Clarity and Relevance,” “Conformity to Sources,” “Understanding of the Issue,” and “Acknowledgement of Other Perspectives.” The goal of these 4 subsections is to identify the strength of the author’s content by examining the use of varied sources and clear claims, and identifying if the author possesses a deep and thorough understanding of the issue, supported by broad research. Instruct students to follow along on their Evidence-Based Arguments Checklist.

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

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. Students should use the box beside each of

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these components or subsections to indicate with a check mark whether they find this component present in the argument.

Examine the “Comments” section with students. Inform students that this column is where they need to explain their reasoning for their observations and provide evidence when necessary. Some arguments might require careful close reading to evaluate whether or not they fulfill a category, so it is essential that students justify their evaluation in this section. In the “Comments” section, students should write additional notes about where they found the information in the text and how the author fulfills this section of the checklist. This section provides students the opportunity to defend their decisions.

- Students follow along.
-

Instruct students to transition into pairs and complete the “Content and Analysis Section” of the Evidence-Based Arguments Checklist for model source #1 (“Empowering Women is Smart Economics”). Remind students to check boxes (when applicable) and write comments next to each component or subsection.

- Student responses may include:
 - **Clarity and Relevance:** Revenga and Shetty present the claim that “[g]reater gender equality can enhance economic productivity, improve development outcomes for the next generation, and make institutions and policies more representative” (par. 3). The authors establish the relevance of this claim by showing how the claim is rooted in the gender gap that remains in low- and middle-income countries. They explain that 40 percent of the world’s workforce is comprised of women and thus “overall productivity will increase if their skills and talents are used more fully” (par. 11). They explain further that when women have “greater control over household resources” (par. 12), children benefit by receiving better food and education and that when women play larger roles in policymaking there is “greater provision of public goods” (par. 13). Since both the claim and its relevance are clearly presented, this model source addresses the component of clarity and relevance.
 - **Conformity to Sources:** Revenga and Shetty present a perspective that arises from a range of diverse, credible, and significant sources, including articles from the World Bank, the Food and Agriculture Organization of the United Nations, and a background paper for the World Development Report 2012. Because the model source uses such diverse resources for support, it achieves the component of conformity to sources.

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- **Differentiation Consideration:** Remind students of the word *credible* from 12.3.1 Lesson 16 (“worthy of belief or confidence; trustworthy”).
 - **Understanding of the issue:** In the model text, Revenga and Shetty build a series of valid claims that support one another and contribute to their central claim. They begin by acknowledging that although the gender gap has improved, gender inequity is still prevalent. The authors then discuss the current state of global gender issues with facts and statistics for support, before addressing 5 specific priorities for consideration. The series of claims and analysis show that Revenga and Shetty have a broad knowledge and comprehensive understanding of the issue. Revenga and Shetty present a perspective based on a comprehensive understanding of the issue, past and present, and establish valid claims that emerge from reasoned analysis, and therefore demonstrate the component of understanding the issue.
 - **Acknowledgement of other perspectives:** In the model text, Revenga and Shetty do not clearly establish or acknowledge any opposing claims. Because of this lack of a significant counterclaim, the source does not meet the criteria for acknowledging other perspectives.

Lead a brief whole-class discussion of student responses.

- **Differentiation Consideration:** If students need additional support in preparation for independent use of the Evidence-Based Arguments Checklist, consider modeling how to complete the Content and Analysis subsections or instructing student pairs to complete the rest of the checklist’s sections.

Activity 5: Argument Evaluation Activity and Assessment

30%

Explain to students that they are going to work in groups to evaluate at least two arguments by completing an Evidence-Based Arguments Checklist.

Similar to the model text from the previous activity, post 3-4 model arguments around the classroom for students to examine.

- **Consider posting arguments that contain varying levels of sophistication with regard to the Evidence-Based Arguments Checklist; consider including some arguments that fail to provide a command of evidence or sufficient analysis.**

Explain that in this activity, students examine the posted arguments and use the Evidence-Based Arguments Checklist to evaluate each argument. In addition, students provide textual evidence for their evaluation by including where they find evidence of the arguments’

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strengths/weaknesses in the “Comments” section of the Evidence-Based Arguments Checklist (W.11-12.7).

- Students listen.

Create groups of 4-5 students. Each group evaluates two posted arguments using the Evidence-Based Arguments Checklist. Each group should discuss the arguments and collaborate to determine the strengths and weaknesses of each argument.

Assign each group a posted argument with which to start, and then instruct each group to move clockwise after the first half of this activity to examine the next model argument.

- Student groups complete the Evidence-Based Arguments Checklist for two posted arguments.
- Consider reminding students of their previous work with standard SL.11-12.1, which requires that students participate in collaborative discussions, building on each other’s ideas and expressing their own clearly and persuasively.

Each individual student should complete two Evidence-Based Arguments Checklists, one for each of the two assigned arguments. Instruct students to turn in their completed checklists at the end of the lesson.

- **Differentiation Consideration:** Depending on student needs, 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 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.

- **Differentiation Consideration:** Some of the issues 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

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returned. Consider collaborating with a librarian or media specialist to access these databases and create filtered searches that support students' reading levels.

- Students follow along.

Homework

Find two potential sources and evaluate the arguments in the sources 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.

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Evidence-Based Arguments Checklist

| | | | | | |
|------------------|--|-------------------|--|------------------|--|
| Name : | | Class : | | Date : | |
|------------------|--|-------------------|--|------------------|--|

Directions: Evaluate Evidence-Based Arguments by examining the components designated on the checklist. Identify whether or not the argument contains the appropriate section components and make a check mark if the component is present. Provide your evidence and the location where the component appears in the “Comments” section.

| | |
|--------------|--|
| Text: | |
|--------------|--|

| 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"/> | |

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| Argument sections | Section components | <input type="checkbox"/> | Comments |
|-----------------------------------|--|--------------------------|----------|
| | 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"/> | |

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| Argument sections | Section components | <input type="checkbox"/> | Comments |
|--|---|--------------------------|----------|
| | Effectiveness of structure: Adopts an organizational strategy, including an introduction and conclusion, which clearly and effectively 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 domain-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"/> | |

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| Argument sections | Section components | <input type="checkbox"/> | Comments |
|-------------------|---|--------------------------|----------|
| | 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 : | |
|------------------|--|-------------------|--|------------------|--|

Directions: Evaluate Evidence-Based Arguments by examining the components designated on the checklist. Identify whether or not the argument contains the appropriate section components and make a check mark if the component is present. Provide your evidence and the location where the component appears in the “Comments” section.

Text: “Empowering Women is Smart Economics” by Ana Revenga and Sudhir Shetty (Model Source #1)

| 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 checked="" type="checkbox"/> | Revenga and Shetty present the claim that “[g]reater gender equality can enhance economic productivity, improve development outcomes for the next generation, and make institutions and policies more representative” (par. 3). The authors establish the relevance of this claim by showing how the claim is rooted in the gender gap that remains in low- and middle-income countries. They explain that 40 percent of the world’s workforce is comprised of women and thus “overall productivity will increase if their skills and talents are used more fully” (par. 11). They explain further that when women have “greater control over household resources” (par. 12), children benefit by receiving better food and education and that when women play larger roles in policymaking there is “greater provision of public goods” (par. 13). Since both the claim and its relevance are clearly presented, this model source addresses the component of clarity and relevance. |

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| Argument sections | Section components | <input type="checkbox"/> | Comments |
|-------------------|--|-------------------------------------|---|
| | 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"/> | Revenge and Shetty present a perspective that arises from a range of diverse, credible, and significant sources, including articles from the World Bank, the Food and Agriculture Organization of the United Nations, and a background paper for the World Development Report 2012. Because the model source uses such diverse resources for support, it achieves the component of conformity to sources. |
| | 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"/> | In the model text, Revenge and Shetty build a series of valid claims that support one another and contribute to their central claim. They begin by acknowledging that although the gender gap has improved, gender inequity is still prevalent. The authors then discuss the current state of global gender issues with facts and statistics for support, before addressing 5 specific priorities for consideration. The series of claims and analysis show that Revenge and Shetty have a broad knowledge and comprehensive understanding of the issue. Revenge and Shetty present a perspective based on a comprehensive understanding of the issue, past and present, and establish valid claims that emerge from reasoned analysis, and therefore demonstrate the component of understanding the issue. |
| | Acknowledgement of other perspectives: Recognizes opposing or alternate claims and distinguishes these claims from the stated perspective | <input type="checkbox"/> | In the model text, Revenge and Shetty do not clearly establish or acknowledge any opposing claims. Because of this lack of a significant counterclaim, the source does not meet the criteria for acknowledging other perspectives. |

| Argument sections | Section components | <input type="checkbox"/> | Comments |
|---------------------|---|-------------------------------------|--|
| 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"/> | Revengea and Shetty provide clear and coherent reasoning to link their evidence and claims, and clearly explain how the evidence and claims relate to the central claim. The authors provide reasoning such as, “Many gender disparities remain even as countries develop, which calls for sustained and focused public action” (par. 4), and “Corrective policies will yield substantial development payoffs if they focus on persistent gender inequalities that matter most for welfare. To be effective, these measures must target the root causes of inequality without ignoring the domestic political economy” (par. 4). |
| | Use of evidence: Supports the central claim and each supporting claim with valid inferences based on credible evidence | <input checked="" type="checkbox"/> | Revengea and Shetty provide valid inferences about credible evidence to support the central claim and supporting claims. For example, the authors provide many examples of why investing in women generates economic growth, including “Elimination of barriers against women working in certain sectors or occupations could increase output by raising women’s participation and labor productivity by as much as 25 percent” (par. 11). |
| | 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"/> | Because Revengea and Shetty do not address relevant counterclaims and conflicting evidence, the article cannot be considered thorough or objective. |

File: 12.3.1 Lesson 18 Date: 4/3/15 Classroom Use: Starting 4/2015

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| Argument sections | Section components | <input type="checkbox"/> | Comments |
|-------------------------------------|---|-------------------------------------|---|
| Coherence and Organization | Relationship among parts: Establishes clear and logical relationships between supporting claims and a central claim | <input checked="" type="checkbox"/> | Revengea and Shetty draw a clear and logical progression of ideas throughout the article. They start by describing the current state of the global gender gap, reinforcing their claim with statistics about the “[m]ixed progress” of gender equality, and move to a discussion of gender and development before providing related policy recommendations. |
| | Effectiveness of structure: Adopts an organizational strategy, including an introduction and conclusion, which clearly and effectively communicates the argument | <input checked="" type="checkbox"/> | Revengea and Shetty use an effective organizational structure. Beginning with a strong opening that draws the reader in, the article acknowledges that progress has been made in gender-equity issues, but goes on quickly to explain the reason why “large gender gaps remain” and the ramifications of those gaps for women and girls in the developing world (par. 2). The article concludes with a quote from a Hanoi man that simply and effectively communicates the authors’ argument about the benefits of “closing gender gaps” (par. 25). |
| 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"/> | Although this article communicates clearly and coherently, the writers’ opinions are not easy to distinguish from summaries and statements. For example, the following sentences seem like they could be a reflection of the authors’ opinions, but the sentences could also be rooted in fact, so it is difficult to know for certain: “Closing the gap in well-being between males and females is as much a part of development as is reducing income poverty. Greater gender equality also enhances economic efficiency and improves other development outcomes” (par. 10). Because of such ambiguity, this article does not reflect clarity of communication. |
| | Word choice/ vocabulary: Uses domain-specific terminology appropriately and precisely | <input checked="" type="checkbox"/> | The authors use a variety of domain-specific terminology (e.g., “gender gaps” (par. 2), “gender disparities,” (par. 4), and “gender equality” (par. 3)) appropriately and precisely to provide context and detail. |

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| Argument sections | Section components | <input type="checkbox"/> | Comments |
|-------------------|---|-------------------------------------|--|
| | 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"/> | Revenge and Shetty maintain a consistent formal tone throughout the entirety of the article. In addition, they vary their syntax and use words, phrases, and clauses to effectively keep readers engaged, drawing attention to key ideas and points about the importance of working to close the global gender gap. The following sentence demonstrates the authors' attention to tone, varied syntax, and phrasing: "Every aspect of gender equality—access to education and health, economic opportunities, and voice within households and society—has experienced a mixed pattern of change over the past quarter century" (par. 5). |
| | 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 checked="" type="checkbox"/> | The article cites evidence, including relevant quotes, paraphrases, graphics, and a table, that further develop and explain the authors' ideas. The evidence anticipates the audience's knowledge level, concerns, and values. |
| | Conventions of writing: Illustrates consistent command of standard, grade level-appropriate writing conventions | <input checked="" type="checkbox"/> | The writing in the article consistently adheres to the appropriate conventions. |

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