

## Practice 7: Engage in Argument from Evidence

**Assessment Task** (from [SEP Task Format](#): Engage in Argument from Evidence, Task 2)

Describe a phenomenon (insert phenomena specific to content area/course) to students, then

- Ask students to articulate (construct) a claim about that phenomenon, and
- Identify evidence that supports the claim, and
- Articulate the scientific principle(s) that connect each piece of evidence to the claim.

## [Argument Template](#)

<b>Standard:</b> Construct an argument supported by empirical evidence to support or refute an explanation				
NA	Beginning (1)	Progressing (2)	Meets (3)	Exceeds (4)
No Attempt	Demonstration of <b>foundational skills</b> while working toward the cognitive rigor required of the grade-level standard	Progression toward the cognitive rigor required of the grade-level standard	<b>Independent</b> demonstration of cognitive rigor required of grade-level standard	In-depth demonstration beyond the cognitive rigor required of grade-level standard
	I can...  <div>Identify the components of an argument</div>	I can...  <div>Construct an argument with evidence</div>	I can...  <div>Construct an argument supported by empirical evidence to support or refute an explanation</div>	I can...  <div>             Respectfully critique a classmate's argument               OR               Co-design a demonstration of deeper learning.           </div>
Quality Criteria				
	Identifies: <ul style="list-style-type: none"> <li>• Claim</li> <li>• Evidence</li> <li>• Scientific reasoning</li> </ul>	Argument includes <ul style="list-style-type: none"> <li>• Claim</li> <li>• Evidence</li> <li>• Scientific reasoning</li> </ul>	Argument includes <ul style="list-style-type: none"> <li>• Claim</li> <li>• Evidence               <ul style="list-style-type: none"> <li>○ Supports/refutes the claim</li> <li>○ Data/evidence collected from observations or experiments</li> </ul> </li> </ul>	Critique includes: <ul style="list-style-type: none"> <li>• Evaluation if the evidence provides support of the claim</li> <li>• Determination if the evidence is valid and reliable</li> <li>• Feedback on how to strengthen the argument</li> </ul>

			<ul style="list-style-type: none"> <li>○ Data/evidence valid/ reliable</li> <li>○ More than one piece of evidence to support claim</li> <li>● Scientific reasoning that connects to the explanation</li> </ul>	
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**Standard:** Construct an argument supported by empirical evidence

**Clarification Statement:** Emphasis is on recognizing patterns in data and making warranted inferences about changes in populations, and on evaluating empirical evidence supporting arguments about changes to ecosystems.

NA	Beginning (1)	Progressing (2)	Meets (3)	Exceeds (4)
No Attempt	Demonstration of <b>foundational skills</b> while working toward the cognitive rigor required of the grade-level standard	Progression toward the cognitive rigor required of the grade-level standard	<b>Independent</b> demonstration of cognitive rigor required of grade-level standard	In-depth demonstration beyond the cognitive rigor required of grade-level standard
	<p>I can...</p> <div>Define empirical evidence.</div> <div>Use valid evidence to support a claim. (<a href="#">SEP</a>)</div>	<p>I can...</p> <div>Determine if a source is valid and reliable.</div> <div>Identify relationships as causal or correlational using</div>	<p>I can...</p> <div>Construct an argument supported by empirical evidence</div>	<p>I can...</p> <div>Critique a classmate's argument</div>

		valid and reliable sources.		
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