

Inspect

CCR Performance Tasks

ELA Grades 9-10: Writing an Argument
Innovation in America

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CCR Performance Tasks

ELA Grades 9-10: Writing an Argument

Innovation in America

Student Test Booklet

Name: _____

PART 1

Directions: Read the passage “The Uncool Effects of the Obsession with Coolness.” Follow your teacher’s directions and answer the questions in the test booklet.

The Uncool Effects of the Obsession with Coolness

- ¹ A modern obsession with what is cool and what is not may lead Americans to a technological dead end. In American high schools, the negotiation of social status drives student behavior, steering students away from the study of science, engineering, and technology.
- ² In many high school settings, a higher social status is assigned to students based on realms outside of academics. Athletic ability, fashion, and overall popularity confer status points. Academic achievement does not. The considerable time and effort that many students exert to enhance their status comes at a cost to their school performance. With no time or inclination to take rigorous courses, students limit their future potential. Innovators must be educated. In order to excel in careers in science and technology, young people must get a head start in school. The students’ neglect of such subjects will damage our future as a nation. Without a broad base of workers who are skilled enough to be innovators in the growing fields of science and technology, America will be outpaced by other nations who care more about knowledge and less about status. How cool will America feel when we see other countries take the lead in the race for technology innovations?
- ³ In the United States, high school is a crossroads to the future. What students accomplish there changes the course of their adult destiny. Students who do well in high school go on to perform well in college. They gain the skills and knowledge they need to succeed in their chosen careers. A college degree is a minimum requirement for most entry-level jobs in science, technology, and engineering.
- ⁴ When we allow a culture of cool to determine that studying science is undesirable, we perform a disservice to our students. When it’s uncool to be a good student, how many students will perform well enough to continue their studies after high school? Social pressure can be powerful—and rarely does it support academic excellence. How many students with high status in high school compete in engineering contests or math competitions? High status more often corresponds with athletic achievement. You’d be more surprised to read that a popular student won first prize at a science fair than you would be to read that the same student scored a winning touchdown.
- ⁵ This focus on the pursuit of higher social status is far from unusual. It is, in fact, rooted in evolutionary psychology, which explains its prevalence. At most high schools, students self-select into small groups, or cliques, based on a shared set of interests. And in most cases, being a member of a group that is interested in math, science, and engineering is a barrier to being a member of a group that is admired by others. The natural desire to fit in with the popular crowd may compel students to abandon academic pursuits and instead focus on activities that bring some social reward.

- ⁶ This shift away from academic excellence will have long-term negative effects. In recent years, universities in Europe and Asia have been steadily rising to the top of the ranks. In the past, American universities had the top-rated programs in science, technology, and engineering. In 2012, Korea's Korea Advanced Institute of Science and Technology (KAIST) was the fastest-rising university in worldwide rankings. Though founded in 1971, the school skyrocketed through the ranks. Since 1975, KAIST has graduated over 35,000 students. Is it any wonder Korea is a bright and shining star in technology innovation?
- ⁷ America is used to dominating global politics and economics. But, like a high school athlete looking back on glory days, America is in danger of becoming a has-been. The picture is shifting—other countries around the world are developing top-notch programs like KAIST to train tomorrow's leaders in technology. If high school students in the United States continue to devote more attention to attaining the status of cool than to academic study, the American workforce will devolve into a herd of followers. The U.S. will surrender its role as leader and will stand on the sidelines while other countries change the world with innovative discovery. It is up to our current high school students either to shift the image of what it means to be cool, or to be brave enough to pursue a field that may not help them fit in today but will make them stand out as leaders in the future.

Option A

Directions: Prepare for a discussion of the following questions. Use the chart below to help you prepare for the discussion.

1. What is the author’s primary argument in the passage?

2. What evidence does the author offer to support the argument?

3. Does the author anticipate and address counterarguments? If so, how?

4. Are there any weaknesses in the author’s reasoning? If so, what are they?

Option B

Directions: In the chart below, summarize the passage “The Uncool Effects of the Obsession with Coolness.” Be sure to include a clear and complete statement of the author’s main argument and at least three examples of supporting evidence from the passage.

Author’s Main Argument

Supporting Evidence	Supporting Evidence	Supporting Evidence

PART 2

Directions: You will now read the passage “Is the Culture of Cool Dulling America’s Innovative Edge?” Follow your teacher’s directions and answer the questions in the test booklet.

Is the Culture of Cool Dulling America’s Innovative Edge?

- ¹ There’s a mistaken notion that America’s insistence on being “cool” is transforming the country from a leader in innovation to an international slacker. What nonsense. Sure, Americans follow trends and create fashions—this is part of being creative. What happens in the United States is sure to be news around the world. But that doesn’t mean that Americans have become the world dunce in technology innovation.
- ² What is cool is being on the cutting edge of science and design, and there is no country ahead of the United States on that front. Is a culture of cool dulling American’s innovative edge? Absolutely not! The rugged American individualism that is a building block of American creativity will always make the United States a global leader. The United States need not rush to improve science and technology education. The role of the U.S.A. as a frontrunner in innovation is secure. As long as the American workforce has a get-it-done attitude, our country will continue to lead the way in breakthrough discoveries in all fields, and especially in science, engineering, and technology.
- ³ California’s Silicon Valley and the San Francisco Bay Area is where it all began. This area is still the hub of the tech revolution. People from around the world stream to Northern California like gold miners to the Yukon. New start-up companies, each offering a chance to get in on the ground floor of technology history in the making, launch every day. Today’s technology workforce bears no relation to grizzled miners, though. These young techies are smart, savvy, and equipped with smartphones. Talking shop over coffee or hunched over screens far into the night, these workers labor tirelessly on projects that will be the next big thing.
- ⁴ Some people argue that students neglect the hard subjects of math, science, and computers because these subjects lack hipness. What student thinks studying anything is cool? The attitude itself is outdated.

- ⁵ Does it matter to young high-tech pioneers that what they're doing might not be seen as cool? I doubt it. What the doomsday prophets fail to recognize is that young people today don't need to *study* technology. They were born with it. While all workers need a sound, solid education, the study of technology in high school is not and has never been a requirement for innovation. Besides, how can students learn about technology in school? Most students are far more skilled with current technology than their teachers. What's more, many students use their free time to hone their technology skills programming original games and apps outside of the academic setting. This kind of dedicated, voluntary application is far more valuable and useful than what students might learn in class.
- ⁶ Another key element that will keep the United States firmly in the lead as an innovative nation is creativity. The fear that the U.S. is falling behind in technological and scientific innovation is completely unfounded, says the Global Creativity Index. This index is based on the three T's of economic development: technology, talent, and tolerance. By this measure, the United States comes in second only to Sweden. Creativity leads to innovation. Students in other countries may be memorizing equations and formulas, but American students are learning to think outside the box.
- ⁷ If the real measure of success in innovation is creativity, then we have little to fear from cultural effects, real or imagined. While an academic interest and inclination for science, engineering and technology in high school is not generally seen as cool, creativity bears no such stigma. In fact, popular TV shows like *Glee*, *American Idol*, and *So You Think You Can Dance* actually glorify the arts. Singing, dancing, and acting are gaining a new level of attention and appreciation in today's pop culture.
- ⁸ We Americans aren't just entertained by creativity. We understand how important it is in every aspect of our lives—at work just as much as on the TV screen. There is national pressure to focus on creativity at school. According to the Center for 21st Century Skills at Education Connection, the skills needed for success are
- communication
 - collaboration
 - information literacy
 - creativity & innovation
 - problem solving

- responsible citizenship

- ⁹ Notice that the list doesn't include a general knowledge of math, science, engineering, or technology. And yet, the listed skills will help us to raise an army of scientists, engineers, and technological innovators. This list of skills is ambitious. It's easier to teach students to memorize facts than to cooperate with each other. However, if students in the United States can learn these skills, they will be well prepared to take charge in every field.
- ¹⁰ Those who worry that the culture of cool in high school is dulling America's innovative edge shouldn't. Innovation comes from creative thinkers, and creative thinking is far from uncool. In fact, many popular students in high school are already, whether they know it or not, working toward building the skills they will need to become the innovators of tomorrow: every time they become more skilled communicators, problem solvers, and responsible citizens, they are helping to lead the way.

Option A

Directions: Prepare for a discussion of the following questions. Use the following chart to help you prepare for the discussion.

1. What is the author’s primary argument in the passage?

2. What evidence does the author offer to support the argument?

3. Does the author anticipate and address counterarguments? If so, how?

4. Are there any weaknesses in the author’s reasoning? If so, what are they?

Option B

Directions: In the chart below, summarize the passage “Is the Culture of Cool Dulling America’s Innovative Edge?” Be sure to include a clear and complete statement of the author’s main argument and at least three examples of supporting evidence from the passage.

Author’s Main Argument

Supporting Evidence	Supporting Evidence	Supporting Evidence

Option D

Directions: Prepare for a discussion of the following questions. Use the following chart to help you prepare for the discussion.

1. Which author presents the most credible argument? Why?

2. What are some examples of persuasive language and rhetorical techniques presented in “The Uncool Effects of the Obsession with Coolness”?

3. What are some examples of persuasive language and rhetorical techniques presented in “Is the Culture of Cool Dulling America’s Innovative Edge?”

4. Which author’s use of persuasive language and rhetorical techniques is most effective? Why?

PART 3

Directions: Reread the passages “The Uncool Effects of the Obsession with Coolness” and “Is the Culture of Cool Dulling America’s Innovative Edge?” Follow your teacher’s directions and answer the questions in the test booklet.

Option A

Directions: Prepare for a discussion of the following questions.

You can use this chart to help you prepare for the discussion.

1. With which passage do you agree most? Why?

2. How could the author of “Is the Culture of Cool Dulling America’s Innovative Edge?” strengthen the argument in the passage?

3. How could the author of “The Uncool Effects of the Obsession with Coolness” strengthen the argument in the passage?

Option B

Directions: As you review the passages, think about the claims and reasoning used in the passages. In the charts below, list two examples of claims or reasoning used in each passage. Evaluate the soundness of each example, and explain your answer.

Examples of Reasoning or Claim	Is the Reasoning or Claim Sound?	Why or Why Not?

Examples of Reasoning or Claim	Is the Reasoning or Claim Sound?	Why or Why Not?

PLANNING EXERCISE

Directions: For the extended response, you will write an argument in which you take a position about whether American students are or are not prepared to become tomorrow’s leaders in technological innovation.

Reread the texts, and review your notes and responses to the earlier parts of this task.

As you plan your response, you should think about:

- Your main argument
- Evidence you will use to develop and support your argument
- Possible counterarguments and how you will address them in your writing

Use the space below and on the next page to make notes that prepare you to write your essay.

Notes

Notes

A large, empty rectangular box with a black border, intended for students to take notes on the topic of writing an argument.

EXTENDED WRITING PROMPT

Directions: Review the passages, your notes, and your responses for the earlier parts of this task. Respond to this prompt on the following pages.

Write an argument in which you take a position that American students are or are not prepared to become tomorrow's leaders in technological innovation.

Be sure that your response includes:

- A statement of your argument
- A logical development of your argument
- Details from either or both passages
- Evidence that supports your argument
- Possible counterargument(s) and your response(s)
- A clear pattern of organization with an introduction and a conclusion.

Your response will be scored using this rubric.

4 Point Response

You will:

- Write an argument that addresses all parts of the prompt;
- Logically develop the argument;
- Use several details from the passage(s) and evidence to support your ideas;
- Acknowledge one or more possible counterarguments and address the counterargument(s);
- Write a response with a clear pattern of organization that includes an introduction and a conclusion.

3 Point Response

You will:

- Write an argument that addresses most parts of the prompt;
- Develop the argument;
- Use some details from the passage(s) or evidence to support your ideas;
- Acknowledge a possible counterargument and address the counterargument;
- Write a response that shows some organization.

2 Point Response

You will:

- Write a part of an argument that addresses an aspect of the prompt;
- State or imply the argument.

1 Point Response

You will:

- Write one or more sentences about whether American students are or are not prepared to become tomorrow's technological leaders with little or no supporting evidence, development, or organization.

0 Point Response

- You will not write a response, or you will not answer the question.

A large rectangular box containing 20 horizontal lines for writing an argument.

A large rectangular box containing 20 horizontal lines for writing an argument.

CCR Performance Tasks

ELA Grades 9-10: Writing an Argument

Innovation in America

Teacher Guide

Passage Summary

Title	Text Type	Word Count	Lexile	Levels of Meaning/	Text Structure	Language Features	Knowledge Demands
The Uncool Effects of the Obsession with Coolness	Informational Text	730	1150L	2	2	2	2
Is the Culture of Cool Dulling America's Innovative Edge?	Informational Text	822	1120L	2	2	2	2

Passage Placement Rationale

Title	Placement Rationale
The Uncool Effects of the Obsession with Coolness	<ul style="list-style-type: none"> Both the Lexile and qualitative measures indicate that the text is appropriate for grades 9-10.
Is the Culture of Cool Dulling America's Innovative Edge?	<ul style="list-style-type: none"> Both the Lexile and qualitative measures indicate that the text is appropriate for grades 9-10.

Key to Qualitative Measures of Text Complexity

Measure	Levels of Meaning/Purpose	Text Structure	Language Features	Knowledge Demands
1	Theme or purpose of text is explicit.	Organization of text is obvious and generally chronological.	Language is explicit and literal; vocabulary is contemporary and familiar; the text contains mainly simple sentences.	The text describes familiar experiences or everyday knowledge.
2	Theme or purpose of text may be more complex or implied but still easy to identify.	Literary text: May include more than one storyline, and may be difficult to predict. Informational text: Connections between some ideas are implicit or subtle; organization of text is generally evident and sequential. Text features and graphics directly support comprehension of text.	Language is largely explicit and easy to understand; vocabulary is mostly contemporary and familiar; the text includes simple and compound sentences.	Literary text: The text describes experiences common to most readers and has a single theme. Informational text: The text includes some discipline- specific knowledge and both concrete and abstract ideas.
3	Theme or purpose of text is implicit and involves several layers of meaning.	Literary text: Organization may include subplots or time shifts. Informational text: Connections among an expanded range of ideas may be deeper and more subtle. Some text features and graphics may be essential to comprehension of text.	Language is complex and contains some abstract and/or figurative language; vocabulary is somewhat complex and is sometimes unfamiliar, archaic or academic; the text includes many complex sentences.	Literary text: The text describes experiences unfamiliar to most readers and includes complex themes. It may include some references to other texts or cultures. Informational text: The text contains moderate levels of discipline-specific content and may include challenging abstract concepts. It may make references to other texts or outside knowledge.
4	Theme or purpose of text is subtle, difficult to determine, and may involve several layers that are difficult to separate and interpret.	Literary text: Organization is intricate. Informational text: Organization is intricate. Connections among an extensive range of ideas are deep, and often implicit.	Language is dense and complex and contains abstract and/or figurative language; vocabulary is generally unfamiliar, archaic, or academic; the text includes mainly complex sentences, often containing multiple concepts.	Literary text: The text describes experiences that are distinctly different for the common reader and includes sophisticated themes. It may make many references to other texts or cultures. Informational text: The text contains extensive discipline- specific content and a range of challenging abstract concepts. It may make many references to other texts or outside knowledge.

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About the Teacher Guide

This document contains support materials for the “Grade 9-10 Writing an Argument: Innovation in America” task. This includes:

- (a) An overview of the task
- (b) The standards addressed by this task, including detailed descriptions of the standards
- (c) The scoring rubrics, including sample student responses
- (d) Questions to stimulate further discussion
- (e) Optional extension activities

PTE44 Grades 9-10 Writing an Argument

DOK Level and Consortia Claims

DOK Level: 4

This performance task provides evidence to support the following claims:

SBAC claims

Primary claim

Claim 2: Students can produce effective and well-grounded writing for a range of purposes and audiences.

Secondary claims

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	Parts 1, 2, and 3
Claim 3: Students can employ effective speaking and listening skills for a range of purposes and audiences.	Parts 1, 2, and 3

PARCC claims

Primary claim

Major Claim II: Writing —Students write effectively when using and/or analyzing sources.

Secondary claim

Sub Claim I.2: Reading Informational Text —Students demonstrate comprehension and draw evidence from readings of grade-level, complex informational texts.	Parts 1, 2, and 3
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Overview of Performance Task

MAJOR OBJECTIVE: Students will write an extended response to a prompt that asks them to make and support an argument about whether American students are or are not prepared to become tomorrow’s leaders in technological innovation.

PRIMARY STANDARDS ALIGNMENT

STANDARD ID	STANDARD DESCRIPTION
W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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.

Grades 9-10 Writing an Argument: Innovation in America

The passages and activities in this text focus on innovation in technology and how it is influenced by the culture in American high schools. Activities ask students to trace, analyze, and evaluate the authors’ arguments. Students will have the opportunity to discuss the information they have read and to investigate topics that may be unfamiliar.

The task consists of three parts; all parts involve student production of work. Parts 1 and 2 include options for activities that may involve group activities or may be completed independently. Parts 1 and 2 lead to the major objective of the performance task: to have the student write an argument using evidence from informational texts.

TEACHER GUIDE

Part 1

CORE TASK

Read the passage “The Uncool Effects of the Obsession with Coolness.”

In addition to the CORE TASK, select one or more of these options:

Option A

Students discuss the passage.

Option B

Students use graphic organizers to summarize the passage.

Option C

Students use checklists and write short responses to evaluate the author’s argument in the passage.

Part 2**CORE TASK**

Read the passage “Is the Culture of Cool Dulling America’s Innovative Edge?”

In addition to the CORE TASK, select one or more of these options:

Option A

Students discuss the passage.

Option B

Students use graphic organizers to summarize the passage.

Option C

Students use checklists and write short responses to evaluate the author’s argument in the passage.

Option D

Students discuss both passages.

Part 3**CORE TASK**

Review the passages “The Uncool Effects of the Obsession with Coolness” and “Is the Culture of Cool Dulling America’s Innovative Edge?”

In addition to performing the CORE TASK, select one or more of these options:

Option A

Students discuss the passages.

Option B

Students identify claims and reasoning used in the passages and evaluate their soundness.

Option C**Planning Exercise for Extended Writing Prompt**

Students plan their extended responses.

Extended Writing Prompt

Students respond to the writing prompt.

PART 1 Overview

Part 1 focuses on the passage “The Uncool Effects of the Obsession with Coolness” and addresses the following general objective.

OBJECTIVE: Student will trace and evaluate an author’s argument and supporting evidence.

CORE TASK

Read the passage “The Uncool Effects of the Obsession with Coolness.”

In addition to the CORE TASK, select one or more of these options:

Option A

Students review and draw conclusions about the passage in a class discussion.

Option B

Students use graphic organizers to summarize the passage.

Option C

Students use checklists and write short responses to evaluate the author’s argument in the passage.

STANDARDS ALIGNMENT

The tasks in part 1 are aligned with the following standards.

PRIMARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	Option A Option B
RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	Option B Option C
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.	Option A Option B Option C

SECONDARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
RI.9-10.6	Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	Option C
W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Option C
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 grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.	Option A

PROCEDURE for Part 1**CORE TASK**

Provide students with a general overview of the tasks. Tell the students that they will read two passages, each offering an opposing view on a topic.

Your overview should review the following points:

- In persuasive writing, the author’s argument is a position on or a claim about a particular topic.
- The author should develop the argument with valid and credible evidence, such as facts gathered from research, quotations from authorities, anecdotes, specific examples, or statistics that support the author’s argument.
- In order to strengthen the argument, the author should anticipate and address possible counterarguments.
- The author may use persuasive language and rhetorical techniques in order to convince the reader that the argument is sound.
- The reader should examine persuasive text critically in order to identify problems such as faults in reasoning, inadequate or missing supporting evidence, or insufficiently developed arguments.
- When evaluating persuasive writing, the reader should consider how objective or biased the author is, whether the author appears credible, and what the author’s motive might be.

Instruct students to read the passage.

PROCEDURE for Part 1: Option A

Organize a classroom discussion about the passage. Ask students to take notes during the discussion. These discussion notes will be used to complete other parts of the overall task and as a work product that can be evaluated.

Use the following questions to stimulate discussion:

1. What is the author’s primary argument in the passage?

Possible Response: *The author argues that American high school students neglect science and technology education in order to pursue what they think is “cool,” and this will destroy America’s ability to be a leader in technology innovations.*

2. What evidence does the author offer to support the argument?

Possible Response: *That European and Asian universities are surpassing American universities in top-ranked programs in science, engineering, and technology.*

3. Does the author anticipate and address counterarguments? If so, how?

Possible Response: *The author acknowledges that pursuing higher social status is a natural behavior for people.*

4. Are there any weaknesses in the author’s reasoning? If so, what are they?

Possible Response: *It doesn’t necessarily follow that high numbers of students in science, math, engineering, and technology are necessary in order for the United States to be at the forefront of technological innovation.*

SCORING RUBRIC for Part 1: Option A

Use the following rubric to evaluate students’ participation in the discussion.

4 Point Response

Student will:

- Have meaningful notes for each question addressed in the discussion, which may not be limited to the list in the prompt;
- Participate in the discussion by asking relevant questions and contributing meaningful responses.

3 Point Response

Student will:

- Have notes for most questions addressed in the discussion;
- Participate in the discussion by asking relevant questions and/or contributing meaningful responses.

2 Point Response

Student will:

- Have notes for some questions addressed in the discussion;
- Participate in the discussion by asking questions and/or contributing responses.

1 Point Response

Student will:

- Have few, if any, notes for the questions addressed in the discussion;
- Fail to participate in the discussion in a meaningful way.

0 Point Response

Student will provide no response, or the response is off topic.

PROCEDURE for Part 1: Option B

Ask students to complete their graphic organizers. This activity can replace OPTION A.

	<p>Author’s Main Argument</p> <p><i>American high school students neglect science and technology education in order to pursue what they think is “cool,” and this will destroy America’s ability to be a leader in technology innovations.</i></p>	
<p>Supporting Evidence</p> <p><i>Participation in sports is held in higher esteem than participation in math or science events.</i></p>	<p>Supporting Evidence</p> <p><i>European and Asian universities are surpassing American universities in top-ranked programs in science, engineering, and technology.</i></p>	<p>Supporting Evidence</p> <p><i>A college degree is a minimum requirement for entry-level jobs in science and technology fields.</i></p>

PROCEDURE for Part 1: Option C

Ask students to use the checklist to evaluate the passage and then write short responses to the question. This activity can replace OPTION A or OPTION B.

Writing an Argument Checklist

- The author clearly states the main argument.
- The author develops the argument in a logical and sound manner.
- The author uses sufficient credible evidence to support the argument.
- The author addresses possible counterarguments.
- The author effectively uses persuasive language and/or rhetorical techniques.

Does the author succeed in developing a convincing argument? Use specific details from the passage to support your answer.

Possible Responses: *Yes, the author’s argument is sound and convincing. There is a lot of peer pressure that pushes students to participate in what’s cool, like sports, and avoid what isn’t, like math contests and science fairs. But it’s true that students need to attend college in order to work in science and technology. If students don’t take those classes in high school, they won’t go on to take them in college. The author’s argument logically concludes that fewer workers mean less brainpower devoted to technological inventions and breakthroughs. If students in other countries remain dedicated to those fields—unlike students in the United States—it makes sense that the United States will fall behind.*

OR

No, the author’s argument isn’t convincing, because it lacks adequate supporting evidence. The only real measurable evidence the author gives is that universities in other countries now are achieving high rankings with science and technology programs. However, the author doesn’t even offer proof for the foundation of the argument that American students avoid participation in science, math, and technology classes and activities; this seems more like an unfounded assumption.

SCORING RUBRIC for Part 1: Option C

Use the following rubric to evaluate students’ responses.

4 Point Response

Student will:

- Provide a thorough evaluation of the passage according to the checklist criteria;
- Include specific, relevant details from the passage to support the evaluation.

3 Point Response

Student will:

- Provide an evaluation of the passage according to the checklist criteria;
- Include some support from the passage.

2 Point Response

Student will:

- Provide a partial evaluation of the passage that may not be based entirely on the checklist criteria;
- Perhaps fail to include support from the passage.

1 Point Response

Student will:

- Provide a limited evaluation of the passage or provide only a general statement of opinion that is not based on the checklist criteria;
- Fail to include support from the passage.

0 Point Response

Student will provide no response, the response is incorrect or irrelevant, or the student simply quotes the text.

OPTIONAL EXTENSION ACTIVITY for Part 1

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.

W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Ask students to perform research on the topic addressed by the passages.

Students may research these or other questions related to the topic:

- How do American high school students perform in science, mathematics, and technology compared with students from other countries?
- How do the course offerings in science, mathematics, and technology in American high schools compare with those offered in other countries?
- How many students in American colleges and universities study science, engineering, mathematics, and/or technology today?
- Has the number of students in American colleges and universities studying science, engineering, mathematics, and/or technology decreased in the last 50 (or 20, or 10) years?
- What information supports the argument that American technological innovations have decreased in the last 10 years?
- What information supports the argument that American technological innovations have improved or remained steady in the last 10 years?
- What are the top ten countries that lead the world in technology development?
- How does success in technology innovation affect the economy of a country?

Remind students to take notes and document their sources. Tell students they will use the information gathered in their research in writing their responses to the prompt at the conclusion of the task.

PART 2 Overview

Part 2 focuses on the passage “Is the Culture of Cool Dulling America’s Innovative Edge?” and addresses the following general objective.

OBJECTIVE: Student will trace and evaluate an author’s argument and supporting evidence.

CORE TASK

Read the passage “Is the Culture of Cool Dulling America’s Innovative Edge?”

In addition to the CORE TASK, select one or more of these options:

Option A

Students review and draw conclusions about the passage in a class discussion.

Option B

Students use graphic organizers to summarize the passage.

Option C

Students use checklists and write short responses to evaluate the author’s argument in the passage.

Option D

Students review and draw conclusions about both passages in a class discussion.

STANDARDS ALIGNMENT

The tasks in part 2 are aligned with the following standards.

PRIMARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	Option A Option B
RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	Option B Option C Option D
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.	Option A Option B Option C Option D

SECONDARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	Option D Option C
W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Option C
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 grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	Option A Option D

PROCEDURE for Part 2**CORE TASK**

Tell students they are going to read a passage that takes an opposing view to the passage they read in part 1.

Instruct students to read the passage.

PROCEDURE for Part 2: Option A

Organize a classroom discussion about the passage. Ask students to take notes during the discussion. These discussion notes will be used to complete other parts of the overall task and as a work product that can be evaluated.

Use the following questions to stimulate discussion:

1. What is the author’s primary argument in the passage?

Possible Response: *The author argues that regardless of how science and technology studies are perceived by American high school students, Americans have advantages that will allow them to continue to be world leaders in technology innovations.*

2. What evidence does the author offer to support the argument?

Possible Response: *The history of Silicon Valley, its role in technological innovation, and a description of its current workforce.*

3. Does the author anticipate and address counterarguments? If so, how?

Possible Response: *Yes, the author introduces the topic by dismissing the counterargument in the first paragraph, and goes on to bring up and address other counterarguments, such as that students avoid math, science, and computer classes because they’re not cool. The author also dismisses that counterargument by saying that it’s outdated and doesn’t apply to the question.*

4. Are there any weaknesses in the author’s reasoning? If so, what are they?

Possible Response: *Yes; instead of fully addressing the counterargument, the author dismisses it as “nonsense.”*

SCORING RUBRIC for Part 2: Option A

Use the following rubric to evaluate students’ participation in the discussion.

4 Point Response

Student will:

- Have meaningful notes for each question addressed in the discussion, which may not be limited to the list in the prompt;
- Participate in the discussion by asking relevant questions and contributing meaningful responses.

3 Point Response

Student will:

- Have notes for most questions addressed in the discussion;
- Participate in the discussion by asking relevant questions and/or contributing meaningful responses.

2 Point Response

Student will:

- Have notes for some questions addressed in the discussion;
- Participate in the discussion by asking questions and/or contributing responses.

1 Point Response

Student will:

- Have few, if any, notes for the questions addressed in the discussion;
- Fail to participate in the discussion in a meaningful way.

0 Point Response

Student will provide no response, or the response is off topic.

PROCEDURE for Part 2: Option B

Ask students to complete their graphic organizers. This activity can replace OPTION A.

Author’s Main Argument		
<i>Regardless of how science and technology studies are perceived by American high school students, Americans have advantages that will allow them to continue to be world leaders in technology innovations.</i>		
Supporting Evidence	Supporting Evidence	Supporting Evidence
<i>The history of Silicon Valley, its role in technological innovation, and a description of its current workforce.</i>	<i>Students are more skilled with technology than their teachers and don’t need to study technology because they use it as part of their daily lives.</i>	<i>The United States is ranked second in the world in a creativity measure by the Global Creativity Index, and creativity is crucial to technological innovation.</i>

PROCEDURE for Part 2: Option C

Ask students to use the checklist to evaluate the passage and then write short responses to the question. This activity can replace OPTION A or OPTION B.

Writing an Argument Checklist

- The author clearly states the main argument.
- The author develops the argument in a logical and sound manner.
- The author uses sufficient credible evidence to support the argument.
- The author addresses possible counterarguments.
- The author effectively uses persuasive language and/or rhetorical techniques.

Does the author succeed in developing a convincing argument? Use specific details from the passage to support your answer.

Possible Responses: *Yes, the author’s argument is convincing because the argument is developed logically by offering counterarguments and then explaining why each is wrong. The author explains that it doesn’t matter if students study technology in school because they use it all the time. It probably wouldn’t be helpful to study it in school, anyway, because students are often more proficient with technology than their teachers. In addition, the author suggests that the foundation of the main counterargument doesn’t make sense because it’s not the learning of facts that encourages innovation, but the development of creativity. The author supports this by quoting from the Global Creativity Index.*

OR

No, the author’s argument isn’t convincing, because it lacks adequate supporting evidence for the assumption that studying science and technology in school is not necessary. The author dismisses the claim that career readiness is linked to academic achievement without providing real proof. The author ignores the reality that access to jobs is related to success in school. Creativity is essential to innovation, but students need to master specific skills and understandings to achieve success.

SCORING RUBRIC for Part 2: Option C

Use the following rubric to evaluate students’ writing.

4 Point Response

Student will:

- Provide a clear and complete response to the task;
- Include relevant supporting details from the passages and the student’s own ideas.

3 Point Response

Student will:

- Provide a mostly complete response to the task;
- Include supporting details from the passages and the student’s own ideas.

2 Point Response

Student will:

- Provide a limited response to the task;
- Include a supporting detail from the passages or the student's own ideas.

1 Point Response

Student will:

- Provide a minimal response to the task;
- Include few, if any, supporting details.

0 Point Response

Student will provide no response, the response is incorrect or irrelevant, or the student simply quotes the text.

PROCEDURE for Part 2: Option D

Organize a classroom discussion about both passages. Ask students to take notes during the discussion. These discussion notes will be used to complete other parts of the overall task and as a work product that can be evaluated.

Use the following questions to stimulate discussion:

1. Which author presents the most credible argument? Why?

Possible Response: *The author of “Is the Culture of Cool Dulling America’s Innovative Edge?” presents a more credible argument, because this author addresses more counterarguments and because this argument is developed more thoroughly than the argument in the other passage.*

1. What are some examples of persuasive language and rhetorical techniques presented in “The Uncool Effects of the Obsession with Coolness”?

Possible Response: *Some examples of appealing to the emotion of fear are the statements “A modern obsession with what is cool and what is not may lead Americans to a technological dead-end” and “How cool will America feel when we see other countries take the lead in the race for technology innovations?”*

2. What are some examples of persuasive language and rhetorical techniques presented in “Is the Culture of Cool Dulling America’s Innovative Edge?”

Possible Response: *In the first paragraph, the author dismisses and mocks the counterargument, saying that it is “nonsense” and that Americans aren’t likely to become “dunces.” In the second paragraph, the author uses a glittering generality: “The role of the U.S.A. as a frontrunner in innovation is secure.”*

3. Which author’s use of persuasive language and rhetorical techniques is most effective? Why?

Possible Response: *The author of “The Uncool Effects of the Obsession with Coolness” uses persuasive language and rhetorical techniques more effectively than the author of “Is the Culture of Cool Dulling America’s Innovative Edge?” because the former makes appeals to both the reader’s logic and emotions, and also uses intensity to make the matter seem more dire.*

SCORING RUBRIC for Part 2: Option D

Use the following rubric to evaluate students’ participation in the discussion.

4 Point Response

Student will:

- Have meaningful notes for each question addressed in the discussion, which may not be limited to the list in the prompt;
- Participate in the discussion by asking relevant questions and contributing meaningful responses.

3 Point Response

Student will:

- Have notes for most questions addressed in the discussion;
- Participate in the discussion by asking relevant questions and/or contributing meaningful responses.

2 Point Response

Student will:

- Have notes for some questions addressed in the discussion;
- Participate in the discussion by asking questions and/or contributing responses.

1 Point Response

Student will:

- Have few, if any, notes for the questions addressed in the discussion;
- Fail to participate in the discussion in a meaningful way.

0 Point Response

Student will provide no response, or the response is off topic.

OPTIONAL EXTENSION ACTIVITY for Part 2

RI.9-10.5 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.9-10.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

SL.9-10.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

Provide each student with a copy of an editorial, an Op-Ed column, or a letter to the editor from a newspaper. Ask students to read the text and then use the “Writing an Argument Checklist” to evaluate the text. Ask students to annotate their copies of the text by identifying specific needs for improvement, questioning inaccuracies or unsupported claims, and noting ineffective uses of persuasive language and rhetorical techniques.

Conduct a discussion with students or allow students to work in pairs or groups to analyze and evaluate the author’s argument.

Writing an Argument Checklist

- The author clearly states the main argument.
- The author develops the argument in a logical and sound manner.
- The author uses sufficient credible evidence to support the argument.
- The author addresses possible counterarguments.
- The author effectively uses persuasive language and/or rhetorical techniques.

RI.9-10.7 Analyze various accounts of a subject told in different media (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Ask students to perform Internet research on the topic addressed by the passages in order to find and watch or listen to video or audio lectures, documentaries, and programs.

Brainstorm with students about possible key word searches that will yield the desired results.

Possible key word searches may include:

- American students, technology, education
- Barriers to technology innovation, United States
- Effects of culture on math, science studies
- Participation in science, peer pressure, American students

Ask students to consider how different sources present information differently.

Remind students to take notes and document their sources. Tell students they may use the information gathered in their research when they are writing their responses to the prompt at the conclusion of the task.

Part 3 Overview

Part 3 focuses on both passages and addresses the following general objective.

OBJECTIVE

Students will evaluate the effectiveness of the author’s arguments and use of rhetoric, and will use the knowledge they gain in order to write arguments on a topic closely related to that of the passages.

CORE TASK

Review the passages.

In addition to the CORE TASK, select one or more of these options:

Option A

Students discuss the passages.

Option B

Students identify reasoning used in the passages, and then evaluate their effectiveness.

Option C

Students plan their extended responses.

Writing Prompt

Students write extended responses.

STANDARDS ALIGNMENT

The tasks in part 3 are aligned with the following standards.

PRIMARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
RI.9-10.6	Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	Option A Option B
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.	Option A Option B
W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Writing Prompt
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	Option C

SECONDARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Option A Option B
RI.9-10.5	Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	Option A Option B
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 grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.	Option A

PROCEDURE for Part 3**CORE TASK**

Instruct students to review the passages.

PROCEDURE for Part 3: Option A

Organize a classroom discussion about the passage. Ask students to take notes during the discussion. These discussion notes will be used to complete other parts of the overall task and as a work product that can be evaluated.

Use the following questions to stimulate discussion:

1. With which passage do you agree most? Why?

Possible Response: *I agree most with “Is the Culture of Cool Dulling America’s Innovative Edge?” because the reasoning is thoroughly explained and the claims are supported more than in the other passage.*

2. How could the author of “Is the Culture of Cool Dulling America’s Innovative Edge?” strengthen the argument in the passage?

Possible Response: *The author could add more information about the specific technology skills and scientific knowledge American students learn from school or develop on their own, and how these skills and knowledge will enhance work performance. The author could also add a more complete discussion of creativity and how American students develop it.*

3. How could the author of “The Uncool Effects of the Obsession with Coolness” strengthen the argument in the passage?

Possible Response: *Instead of simply making claims and complaints about students’ pursuit of coolness and avoidance of learning about science and technology, the author should provide more development for the argument and then provide facts and evidence to support the argument.*

SCORING RUBRIC for Part 3: Option A

Use the following rubric to evaluate students’ participation in the discussion.

4 Point Response

Student will:

- Have meaningful notes for each question addressed in the discussion, which may not be limited to the list in the prompt;
- Participate in the discussion by asking relevant questions and contributing meaningful responses.

3 Point Response

Student will:

- Have notes for most questions addressed in the discussion;
- Participate in the discussion by asking relevant questions and/or contributing meaningful responses.

2 Point Response

Student will:

- Have notes for some questions addressed in the discussion;
- Participate in the discussion by asking questions and/or contributing responses.

1 Point Response

Student will:

- Have few, if any, notes for the questions addressed in the discussion;
- Fail to participate in the discussion in a meaningful way.

0 Point Response

Student will provide no response, or the response is off topic.

PROCEDURE for Part 3: Option B

Ask students to review the passages they have read. Then ask them to complete the charts evaluating each author’s reasoning and claims.

Possible student responses:

Examples of Reasoning or Claim	Is the Reasoning or Claim Sound?	Why or Why Not?
<p><i>The author says that the time students spend on pursuing status will have a negative effect on our country:</i></p> <p><i>“The considerable time and effort that many students exert to enhance their status comes at a cost to their school performance. With no time or inclination to take rigorous courses, students limit their future potential. Innovators must be educated. In order to excel in careers in science and technology, young people must get a head start in school. The students’ neglect of such subjects will damage our future as a nation.”</i></p>	<p>Y</p>	<p><i>Talking through the argument step-by-step makes it seem more credible.</i></p>
<p><i>The United States will lose its place as a world leader if students don’t pursue science, math, and technology studies:</i></p> <p><i>“If high school students in the United States continue to devote more attention to attaining the status of cool than to academic study, the American workforce will devolve into a herd of followers. The U.S. will surrender its role as world leader and will stand on the sidelines while other countries change the world with innovative discovery.”</i></p>	<p>Y</p>	<p><i>It makes readers worry about how bad the situation is and think that things need to change.</i></p>

Examples of Reasoning or Claim	Is the Reasoning or Claim Sound?	Why or Why Not?
<i>Claim: "There's a mistaken notion that America's insistence on being 'cool' is transforming the country from a world leader in innovation to an international slacker."</i>	Y OR N	<i>It makes the counterargument seem silly and exaggerated.</i> <i>It is not supported with evidence or facts.</i>
<i>Claim: "The role of the U.S.A. as a frontrunner in innovation is secure. As long as the American workforce has a get-it-done attitude, our country will continue to lead the way in breakthrough discoveries in all fields, and especially in science, engineering, and technology."</i>	N	<i>It is an overblown claim that isn't supported with evidence.</i>

PROCEDURE for Part 3: Planning Exercise

Tell students they will now have a chance to plan their extended responses. They should follow the directions in their booklets.

PROCEDURE for Part 3: Extended Writing Prompt

Tell the students to respond to the writing prompt in their test booklets.

SCORING RUBRIC for Part 3: Extended Writing Prompt

Use the following rubric to evaluate students' responses.

4 Point Response

Student will:

- Write an argument that addresses all parts of the prompt;
- Logically develop the argument;
- Use several details from the passage(s) and evidence to support the student's ideas;
- Acknowledge one or more possible counterarguments and address the counterargument(s);
- Write a response with a clear pattern of organization that includes an introduction and a conclusion.

3 Point Response

Student will:

- Write an argument that addresses most parts of the prompt;
- Develop the argument;
- Use some details from the passage(s) or evidence to support the student's ideas;
- Acknowledge a possible counterargument and address the counterargument;
- Write a response that shows some organization.

2 Point Response

Student will:

- Write part of an argument that addresses an aspect of the prompt;
- State or imply the argument.

1 Point Response

Student will:

- Write one or more sentences about whether American students are or are not prepared to become tomorrow's technological leaders with little or no supporting evidence, development, or organization.

0 Point Response

- Student will not write a response, or student will not answer the question.

OPTIONAL EXTENSION ACTIVITIES for Part 3

W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Ask the students to revise and edit their responses to the extended prompt based on teacher or peer reviews.

W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Ask students to work in pairs or groups to publish their writings in an online forum, such as a class website or blog. Students may add features such as hyperlinks, links to embedded video or audio of related content (such as interviews with students and teachers), or graphics (charts, tables, or illustrations).

SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Ask students to use their writing as the basis for a formal classroom debate, in which students present, support, and defend their arguments to the class. Students may use the "Writing an Argument Checklist" to evaluate other students' presentations.

Writing an Argument Checklist

- The author clearly states the main argument.
- The author develops the argument in a logical and sound manner.
- The author uses sufficient credible evidence to support the argument.
- The author addresses possible counterarguments.
- The author effectively uses persuasive language and/or rhetorical techniques.