

Cross-Curricular Argumentation Routine Implementation Checklist

Directions: Put a checkmark (✓) by each behavior that occurs.

School: _____

Subject: _____

Date: _____

Unit topic: _____

OVERALL the teacher...

- Ensured all students were writing on their devices
- Kept a lively pace
- Involved a large majority of students

Comments:

CUE the teacher...

- Named the Cross Curricular Argumentation Routine
- Explained/elicited how it will help students
- Handed out blank CCAR Guides
- Emphasized the importance of the topic
- Explained/ elicited expectations for note-taking/participation

Comments:

DO STEP 1: Clarify the claim the teacher...

- Reviewed the definition of a claim
- Collaborated with students to identify the claim
- Wrote the claim in Section 1
- Collaborated with students to identify any qualifiers
- Underlined any qualifiers in Section 1
- For Guide B, collaborated with students to identify and define author, date, source, era

Comments:

DO STEP 2: List the Evidence the teacher...

- Reviewed the definition of evidence
- Collaborated with students to identify and paraphrase each piece of evidence
- Wrote each paraphrase of evidence in Section 2
- For Guide B, worked with students to understand and Identify facts, data, authority, theory, precedent

Comments:

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DO STEP 3: Analyze the reasoning the teacher...

- Reviewed the definition of reasoning
- Collaborated with students to identify or summarize the author's reasoning using sentences starters as needed
- Wrote the reasoning in Section 3
- For Guide B, worked with students to understand and identify types of reasoning such as cause-effect, correlation, generalization as well as classifying the strength of the reasoning type

Comments:

DO STEP 4: Identify other arguments

- Reviewed sources for other arguments
Collaborated with students to identify other possible arguments for/against the claim
- Wrote any other arguments in Section 4
For Guide B, worked with students to understand and identify any rebuttal, counterargument and/or corroboration

Comments:

DO STEP 5: Make a judgement about quality of evidence, reasoning the teacher...

- Collaborated with students to judge if the evidence in Section 2 is correct, ample, unbiased and directly addresses the claim
- Collaborated with students to develop a statement capturing the analysis of the quality of evidence
- Wrote the statement in Section 5
- For Guide B, worked with students to understand and identify if evidence is accurate, adequate, objective, and relevant
- Collaborated with students to judge if author strongly connected evidence to the claim and if those connections warrant accepting the claim
- Collaborated with students to develop a statement capturing the analysis of the quality of reasoning
- Wrote the statement in Section 5
- For Guide B, worked with students to judge the strength of types of reasoning employed such as cause-effect, correlation or generalization

- Collaborated with students to judge the quality of any other arguments
- Collaborated with students to develop a statement explaining why other arguments should be rejected, changed or strongly supported
- Wrote the statement in Section 5

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DO STEP 6: State why you accept or reject the claim the teacher...

- Prompted the students to individually reflect on the analysis in section 5 to determine if they accept or reject the claim in Section 6
- Prompted the students to write their acceptance or rejection with explanation in Section 6

Comments:

REVIEW the teacher...

- Asked questions prompting students to reflect on and review the content on the guide
- Asked questions to ensure students' understanding of the process of argumentation
- Asked questions about how students might generalize the strategic steps of the guide in other settings or with real world issues

Comments: