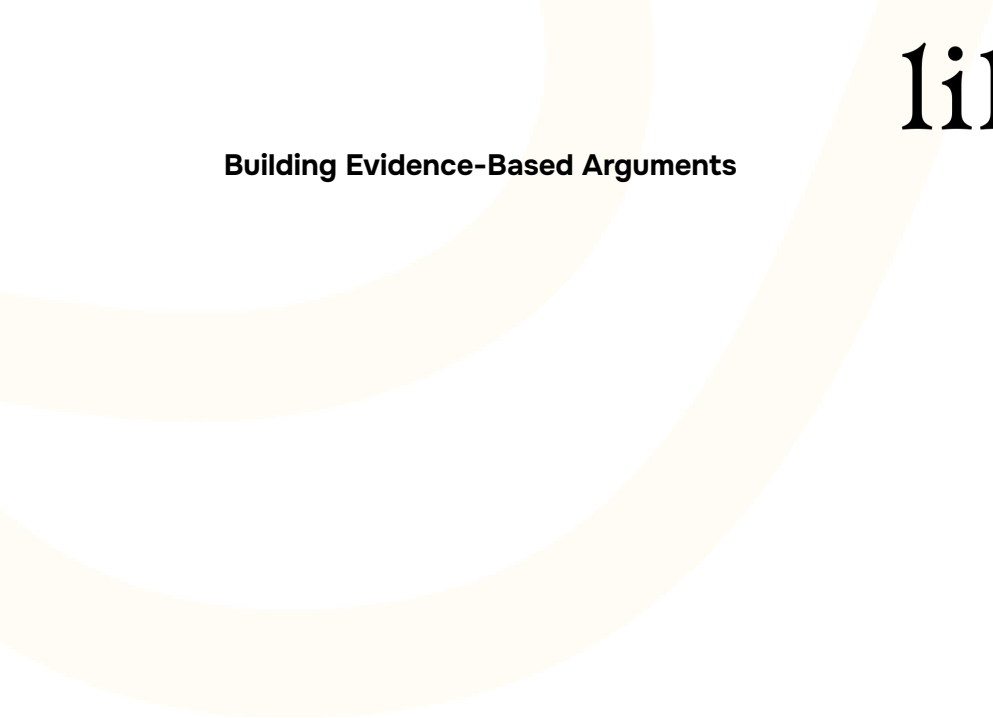


Learning Progression: Evaluating Evidence

	1	2	3	4	5
	No evaluation happens.	Evaluation is attempted, but it mistakes looking credible for being credible.	One criterion is evaluated in isolation.	Evidence is weighed against multiple real criteria.	Evaluation is rigorous and self-critical.
Looks Like	Uses whatever evidence is on hand without asking whether it's accurate, relevant, or trustworthy.	Judges evidence by how official it looks, how long it is, or how confident its tone is, rather than checking its actual accuracy or fit.	Confirms the source seems credible, but doesn't ask whether this specific evidence actually fits this specific claim, or doesn't weigh it against anything else.	Checks credibility, relevance, recency, and possible bias, and compares pieces of evidence against each other to find the strongest fit for the claim and audience.	Actively looks for what a piece of evidence doesn't show or where it could mislead, imagines how a skeptical reader would push back, and can name the specific limits of even the evidence it ultimately uses.
Sounds Like	"This website says lunch should be longer, so that settles it."	"This article looks really official, so it must be true"	"This news site is definitely real, so whatever it says about lunch length must be true for my school."	" I have a school survey, a nutritionist's comment, and a news article, and I think the survey is strongest because it's most directly about students the same age – even though the nutritionist sounds more expert."	"The school survey only covers one grade level, and I should say so directly. But it's still the strongest evidence available – so I'm going to say that limitation directly instead of trying to hide it."



Building Evidence-Based Arguments



Teaching Guide