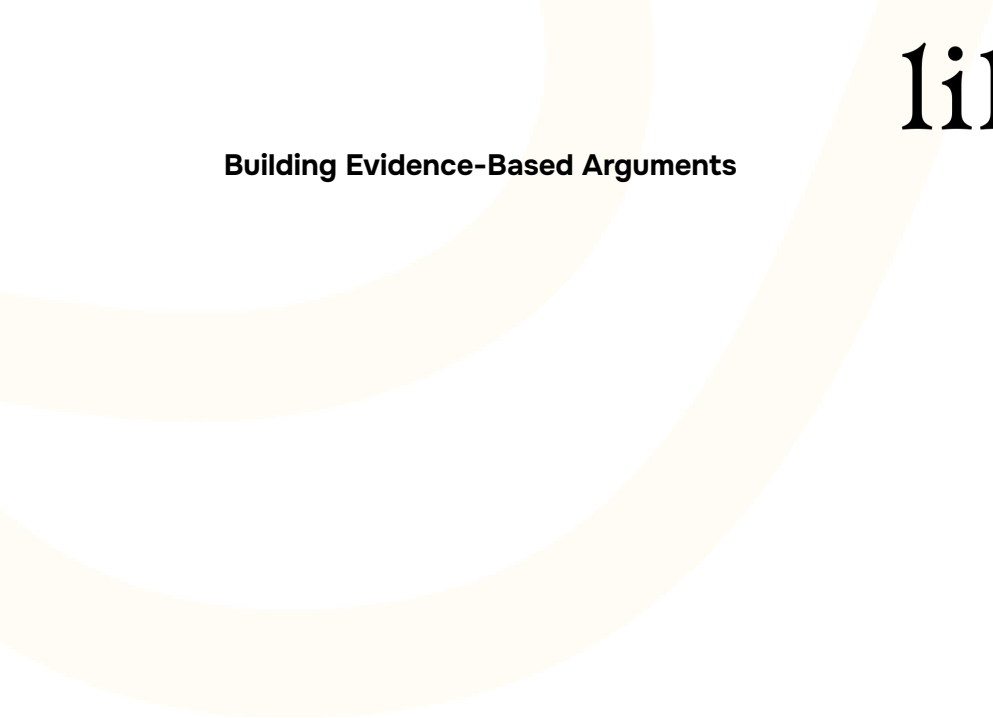


Learning Progression: Gathering Evidence

	1 No evidence is gathered.	2 Gathering is attempted, but it's minimal and unchecked.	3 Evidence is collected, but it is redundant rather than varied.	4 Evidence is gathered deliberately and with real variety.	5 Evidence is gathered strategically, including what might complicate the claim.
Looks Like	Relies on memory, assumption, or what's already believed, without going to look for anything to support it.	Searches, but stops at the very first thing found, without checking whether it's relevant, accurate, or enough on its own.	Gathers multiple items, but they all say the same thing or come from the same kind of source – quantity without real range.	Actively seeks a range of source types and gathers enough material to actually have choices to weigh against each other.	Actively searches for material that could challenge or complicate the initial idea, and recognizes when there's enough to build a claim versus when to keep looking.
Sounds Like	"I know lunch should be longer because that's what everyone says."	"Let me Google 'should lunch be longer.' I'll just click the first link and use that headline as evidence."	"I've looked at five articles that are all about the same lunch survey. That must be enough."	"I'm going to make a survey using the students at my school. Then, I'll find a news report on a nearby district's lunch change, and I'll find out what nutritionists have to say about meal pacing."	"In addition to all my other research, I'm going to see if there are any schools that have lengthened their lunch and saw no real improvement."



Building Evidence-Based Arguments



Teaching Guide