

# STUDENT SELF ASSESSMENT EVALUATE LESSON 14



## Written Argument Self-Reflection

When you were working on constructing a written argument to answer our Driving Question, which of the following did you have a chance to do? Mark the items you completed.

	Student makes a claim about the overall positive or negative effects of the dairy system on the environment.
	Student describes the tasks(s) of the dairy system that are relevant to the argument and the possible unintended consequences of the way the dairy system was designed.
	Student explains the costs and benefits of the dairy system overall, including economic, social, environmental, and/or geopolitical costs and benefits. Student uses one cost or benefit from each module: <ul style="list-style-type: none"> <li>• Dairy system, pollution, and health</li> <li>• Dairy system and climate</li> </ul>
	Student cites two pieces of direct evidence from the unit in support of their claim. Evidence can be taken from: <ul style="list-style-type: none"> <li>• Student models</li> <li>• Other resources in the whole unit (texts, data sets, etc.)</li> </ul>

## SEP Engagement Self-Reflection

When you were working on engaging in argument from evidence, which of the following did you have a chance to do? Mark the items you completed.

	I evaluated multiple arguments about a phenomenon.
	I shared my explanations with my classmates.
	I received feedback from my classmates that made me revise my thinking.
	I revised my explanation after discussing it with my classmates.
	I responded thoughtfully to the diverse ideas my classmates shared.
	I identified limitations in my explanation based on the reliability and type of evidence.
	I provided critique to my classmates on the reliability and validity of their explanations.



	I pressed or challenged my peers to say more about their reasoning or evidence.
	I evaluated the strengths of another person's claim, evidence, and reasoning for their explanation.
	I discussed the limitations of another person's claim, evidence, and reasoning for their explanation.
	I constructed a counterargument to my explanation based on data and evidence.
	I defended my claim to my classmates using specific evidence and scientific reasoning.

Describe a success you had when engaging in argument from evidence.

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Describe an area where you have room to grow in engaging in argument from evidence.

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Why do you think it is important for us to engage in argument from evidence to help us make progress on challenging real-world problems?

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