

RESEARCH BASIS

ARGUMENT-CENTERED INSTRUCTION AND COLLEGE-READY READING

- *Educational Leadership* (2007) reported that students in Phoenix who were taught using a method rooted in 'argument literacy' had scores on the Arizona Instrument to Measure Standards exams more than twice as high as students in classes that were not argument-centered.
- In three peer-reviewed studies – published in *The Journal of Negro Education* (2009), *Educational Research and Reviews* (2011), and *The Journal of Adolescence* (2012) – researchers from Virginia University researchers found that Chicago students who participate in academic debate programs are twice as likely to attain the ACT college-readiness benchmark in English and 70% more likely to attain the benchmark in reading as comparable non-debating peers.
- Deborah Meier in *The Power of Their Ideas* (2002) summarizes her own research in NYC high schools: curriculum that places debate and discussion at the core can improve college matriculation and retention by as much as 80% among Title I and at-risk students.

ARGUMENT-CENTERED INSTRUCTION AND COLLEGE-READY WRITING

- In a 2004 study in *The Journal of Adult and Adolescent Literacy*, high school students who engage in structured argument in the classroom have substantially higher scores on argumentative writing assessments.
- Deanna Kuhn of Columbia University has studied argument-centered instruction for more than a decade. Her research shows that a curriculum rich in structured argument can increase the percentage of students who demonstrate college-level writing proficiency, including students who begin in a low-ability grouping.
- In a 2013 study published in *Cognition and Instruction*, Professor Kuhn showed that high school students enrolled in a debate-based curriculum for two years out-performed a control group by 41% on a standardized college-level writing assessment.