

Argument-Centered Curriculum Component	1 Learning	2 Emerging	3 Proficient	4 Expert
Understanding of the Language and Concepts of Academic Argumentation	<ul style="list-style-type: none"> * Sparse use of the language and concepts of academic argumentation * Often or occasionally inconsistent or inaccurate use of argumentation language and concepts 	<ul style="list-style-type: none"> * Partial, sporadic use of the language and concepts of academic argumentation * Mostly consistent, mostly accurate use of argumentation language and concepts 	<ul style="list-style-type: none"> * Regular use of the language and concepts of academic argumentation * Consistent and highly accurate use of argumentation language and concepts 	<ul style="list-style-type: none"> * Extensive and thoroughly adapted use of the language and concepts of academic argumentation * Consistent, accurate, and insightful use of argumentation language and concepts
Identification and Formulation of Issues and Controversies	<ul style="list-style-type: none"> * No use of debatable issues or controversies to organize curricular units or projects * Debatable issues highly flawed, when used -- not open, balanced, focused, authentic, or of intellectual interest 	<ul style="list-style-type: none"> * Partial, sporadic use of debatable issues or controversies to organize curricular units or projects * Debatable issues partially flawed, when used -- partially open, balanced, focused, authentic, and of intellectual interest 	<ul style="list-style-type: none"> * Regular, consistent use of debatable issues or controversies to organize curricular units or projects * Debatable issues consistently meet the criteria for effectiveness: open, balanced, focused, authentic, and of intellectual interest 	<ul style="list-style-type: none"> * Regular (or especially adept) use of interesting, original, or important debatable issues or controversies * Debatable issues excel in all of the criteria for effectiveness: open, balanced, focused, authentic, and of intellectual interest
Creative and Differentiated Application of Argumentation in the Curriculum	<ul style="list-style-type: none"> * No creativity or originality in the application of argumentation in the curriculum * No differentiation for various learners in the application of argumentation to the curriculum * Full dependence on external sources for argument-centered curriculum 	<ul style="list-style-type: none"> * Partial, limited creativity or originality in the application of argumentation in the curriculum * Partial, limited attempts to differentiate the application of argumentation * Significant dependence on external sources for argument-centered curriculum 	<ul style="list-style-type: none"> * Some real creativity and originality in the application of argumentation in the curriculum * Substantive, regular attempts to differentiate the application of argumentation * Some use of external sources for argument-centered curriculum, blended with created argument-centered resources 	<ul style="list-style-type: none"> * Distinctly creative, original application of argumentation in the curriculum * Expert, nuanced, effective differentiation of argumentation * Assimilation of external sources for argument-centered curriculum within a self-designed curriculum
Coherence and Integration Around Argumentation	<ul style="list-style-type: none"> * Lack of coherence and integration around argumentation * Disjointed, disconnected, or stand-alone use of argumentation within units or projects 	<ul style="list-style-type: none"> * Some, limited integration, and partial coherence, around argumentation * Units or projects are partially interconnected by argumentation 	<ul style="list-style-type: none"> * Consistent basic coherence and integration around argumentation * Units or projects are basically interconnected by argumentation 	<ul style="list-style-type: none"> * Structurally elegant, insightful, or especially effective coherence and integration around argumentation * Units or projects are efficiently interconnected by argumentation
Establishment of Objectives and Activities to Attain Observable or Measurable Student Growth	<ul style="list-style-type: none"> * No establishment of argument-related objectives, or no follow-through on objectives * No, or ineffective, activities put in place to attain student growth on argument-based objectives 	<ul style="list-style-type: none"> * Partial, inconsistent, or partly-clear establishment of argument-related objectives * Partial, somewhat effective activities put in place to attain student growth on argument-based objectives 	<ul style="list-style-type: none"> * Regular, consistent, appropriate establishment of argument-related objectives * Effective, substantive activities put in place to attain student growth on argument-based objectives 	<ul style="list-style-type: none"> * Insightful, well-sequenced establishment of argument-related objectives * Especially effective, specifically-tailored activities, with prompt feedback, put in place to attain student growth on argument-based objectives
Effective Use of Formative and Summative Argument-Based Assessment	<ul style="list-style-type: none"> * No, or very scant, use of formative and summative argument-based assessment * Formative and summative argument-based assessment used lacks validity and utility 	<ul style="list-style-type: none"> * Some use of either formative or summative argument-based assessment * Formative or summative assessment has partial validity or utility 	<ul style="list-style-type: none"> * Consistent, appropriate use of formative and summative argument-based assessment * Formative and summative assessments have validity and utility 	<ul style="list-style-type: none"> * Especially insightful, well-designed formative and summative argument-based assessment * Consistent and highly effective implementation * Formative and summative assessments have validity, and they help drive student performance and achievement gains