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| **Consideration of Characteristics of Tasks Lending Themselves to Mathematical Argumentation** | | |
| **Press** | **Possible Task Modification** | **Sample Questions** |
| Amount of writing space | 1. Think about the appropriate amount of lines for students to respond to the question, and then give them this amount of space.  * A longer argument is not always a better argument but you need a sufficient amount of space * Students should not use the amount of space as an indicator of a good argument |  |
| Press for the inclusion of a specific writing feature | 1. Add in a writing support specific to argumentation.  * “Write a mathematical argument to answer the following question” * “Write your claim” * “Include evidence” * “Consider your warrants” * “Convince a classmate” * Add in a frame (e.g., “I think \_\_\_ because\_\_\_) |  |
| Press for a type for writing | 1. Press students to explain why.  * Do not use simply “explain” * Add: “Explain why” * Start the prompt with “why” * Use “explain your thinking” * Ask,   + - “Do you agree? Why?”     - “Do you agree or disagree? Why or why not? |  |
| Press to write about procedures or concepts | 1. Skip procedural questions and eliminate the repetitive question  * Not: “Solve the problem. Explain.” * Instead: “How do you know your thinking is correct?”  1. Push past procedural explanations  * Present a part of a procedure and have students explain why * “What have you learned in class to defend your reasoning?” * “How will you use \_\_\_ to explain how to solve \_\_\_?” |  |
| Press for writing about their own or others’ solutions | 1. Present one possible solution.  * “A student thinks \_\_\_. Do agree or disagree? Why?” * *Make sure the student sometimes is right, sometimes is wrong*  1. Present two possible solutions.  * “Student A thinks this. Student B thinks that. Who do you agree with? Why?” * *Make sure Student A sometimes is wrong, sometimes is right* * *Make sure Student B sometimes is wrong, sometimes is right* * *Make sure Students A and B sometimes are both right* * *Make sure Students A and B sometimes are both wrong* |  |