Rich argumentation tasks encompass the following four criteria:

| Design Criteria #1: Include a clear guiding question | • Written so that students do not interpret it in many different ways  
| • The question should allow for there to be multiple ways to answer it (i.e. multiple possible claims) |
| Design Criteria #2: Include multiple potential claims | • There needs to be evidence to support each claim – not just evidence for only one claim  
| • These claims might ultimately be convergent (i.e. meant to come together) or divergent (i.e. competing) |
| Design Criteria #3: Necessitate the use of evidence | • This evidence might be first hand (measurements or observations that students have collected), or second hand data (e.g. tables, figures, charts that they are given to analyze and use) |
| Design Criteria #4: Encourage student-driven argumentation | • Students, not the teacher, should be leading and carrying out the argumentation task |

Other things to consider when designing rich argumentation tasks:

- What argumentation element(s) do you want to emphasize in the lesson? These could include: evidence, reasoning, student interactions, and competing claims.
- What are the needs of your students (e.g. English language learners, struggling with reasoning)?
- Where are the opportunities in existing curriculum for having students engage in argumentation?
- What kind of evidence is available, and how can it be made accessible to students (e.g. students are studying the solar system and you need to simplify a NASA dataset)?
- How do you want students to engage in an argumentation task (i.e. writing, speaking, reading)?
- What types of supports might your students need to engage in an argumentation task (e.g. sentence starters, graphic organizers)?