

## Teacher Survey for Generating and Defending Claims

1. I define and give examples of the parts of an argument.

Strongly Disagree

Disagree

Neither Agree  
Nor Disagree

Agree

Strongly Agree

2. I explain how the parts of an argument logically support the claim.

Strongly Disagree

Disagree

Neither Agree  
Nor Disagree

Agree

Strongly Agree

3. I ask my students to make and defend claims.

Strongly Disagree

Disagree

Neither Agree  
Nor Disagree

Agree

Strongly Agree

4. I use generating and defending claims to help students apply content knowledge.

Strongly Disagree

Disagree

Neither Agree  
Nor Disagree

Agree

Strongly Agree

5. My students support claims with a range of grounds, backing, and qualifiers.

Strongly Disagree

Disagree

Neither Agree  
Nor Disagree

Agree

Strongly Agree

6. My students can explain how their evidence supports their claims.

Strongly Disagree

Disagree

Neither Agree  
Nor Disagree

Agree

Strongly Agree

*Source: Adapted from Marzano Research. (2016). Marzano compendium of instructional strategies. Centennial, CO: Author.*