

Evidence Exchange

Talk, test, and use information accurately.

GRADE 11 • 11.C.1.A.v

11.C.1.A.v "Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eleven topics and texts. This includes: Assessing, evaluating critically, and using information accurately to fulfill a task."

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Speak from evidence or clearly label a personal experience.

2 Ask before treating a claim as true.

3 Use each starter in a real response.

4 Make room for every voice.

HOW TO PLAY Teams of 3 or 4

1. Choose one Topic card and read the task together.
2. Each player takes one Role card.
3. Deal each player four Move cards from copied, shuffled sets.
4. When you genuinely use a card's starter, place that card in the middle.
5. When all cards are played, use your best supported ideas to answer the Topic card.

AFTER THE ROUND Check what you did

☐ I checked where information or an example came from.

☐ I tested whether evidence truly supported a claim.

☐ I worded a claim as strongly as the information allowed.

☐ I helped turn accurate information into a response to the task.


TOPIC CARDS · pick one per round

TOPIC	TOPIC	TOPIC
AI Use Boundaries Create a three-part recommendation for when students may use generative AI in classwork, what use is not acceptable, and how teachers should communicate limits.	Phone Policy Evidence Create a recommendation for a school phone policy that identifies a goal, an exception, and information the school should gather before changing rules.	Share or Check Create a checklist for deciding whether to share a social media claim about your school or community.

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Source Sleuth Track where claims and examples come from, and ask whether they are reliable enough to use.	Accuracy Editor Listen for overstatements and help the group word claims as accurately as possible.	Task Pilot Keep the group focused on every part of the Topic card's task.	Voice Mixer Invite different perspectives and make sure each player has space to contribute.

MOVE CARDS · deal 4 to each player

MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
FOCUS TASK “To fulfill our task, we need to decide ____.”	FOCUS TASK “For our final response, we need information that ____.”	CHECK RELIABILITY “Before we use that, how do we know ____?”	CHECK RELIABILITY “This source or example is reliable enough because ____.”
TEST EVIDENCE “That information supports our claim only if ____.”	TEST EVIDENCE “What detail could challenge or limit the claim that ____?”	STATE ACCURATELY “To state that accurately, we should say ____.”	STATE ACCURATELY “Based on what we can support, I would revise our claim to ____.”

Print one card sheet per team. Cards last longer on thick paper.

RUNNING THE ROUNDS

For groups of three, print two full Move card sets and deal twelve cards. For groups of four, two full sets provide four cards per player. If participation is uneven, pause after several cards and have the Voice Mixer name whose perspective has not yet been heard before play continues.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	To fulfill our task, we need to decide when students may use generative AI in an assignment.
Diego	Before we use that, how do we know a teacher's directions apply beyond one class?
Priya	This source or example is reliable enough because our English teacher's written directions tell us what is allowed for that assignment.
Maya	That information supports our claim only if the policy we create allows teachers to set different rules for different assignments.
Diego	Based on what we can support, I would revise our claim to students may use AI for brainstorming when the teacher permits it, but they should not submit AI-written work as their own.

LISTEN FOR

- Questions about where information came from
- Distinctions between a personal example and reliable evidence
- Claims revised to match the available support
- Ideas connected directly to the group task

There are no right answers to the topic cards. Score the moves students make, not their opinions.