**LOR Quiz #3 Exemplar**

1. **Identify the author’s argument, main idea, or thesis.**

In a realm of debate surrounding sex-segregation in education, the authors argue in favor of co-ed education.  They claim that no significant evidence support single-sex education and that it can do more harm than good for students.

1. **Explain the author’s line of reasoning by identifying the claims used to build the argument and the connections between them.**

The author begins by providing historical context about Title IX, which prevented sexual discriminations, aligning that evidence with information about the amendment being reconsidered in 2006.  The author uses this to introduce a main point, suggesting that re-implementing such laws would imply they are more effective. However, the authors go on to argue that they are not, explaining that students fro same-sex and mix sex backgrounds have little overall difference in academic outcomes.  The author then uses evidence of SS schools doing well with test scores and graduation rates, before explaining that these statistics actually align with coed programs because under-performaing students often transfer out of SS schools, leaving only higher statistics behind. This evidence is used to imply that evidence in favor of same-sex schools is often cherry-picked and not entirely true.  The author then transitions to shoot down another argument for same sex schools, explaining that differences in between boys and girl’s brains are often thought to effect learning, but have virtually no effect at all. The author expands on this, explaining that educators are often convinced that brain-related sex differences have a larger effect than they do, outlining the disadvantage this research can have on students.  The author then addresses how segregation of genders dcan lead to in-group bias and leave children inexperienced in the aspect of working and interacting with the opposite genders. The author concludes with discussing “evidence based policy making,“ explaining that the evidence is ore in favor of co-education rather than same-sex.

1. **Evaluate the effectiveness of the evidence the author uses to support the claims made in the argument.**

Overall, the authors use an abundance of evidence to support their claims.  The evidence used seems to be credible, coming from credible sources like U.S. Dept. of Education, Oxford University, NBC News, and more.  However, the authors lack evidence supporting same-sex education, which suggests that the counterargument may be misrepresented. The little evidence used seems feeble, as if it was cherry-picked to make the author’s argument seem indisputable.  Although the authors drew upon a large number of credible sources in support of their argument, the lack of evidence, the lack of evidence to represent a counterclaim raises concerns about the overall credibility of this argument.