

18. What do I typically do to help students examine errors in reasoning?

When content is informational, the teacher helps students deepen their knowledge by examining their own reasoning or the logic of the information as presented to them.

Teacher Evidence

- Teacher asks students to examine information for errors or informal fallacies such as:
 - Faulty logic
 - Attack
 - Weak reference
 - Misinformation
- Teacher asks students to examine the strength of support presented for a claim by looking for the following:
 - Statement of a clear claim
 - Evidence for the claim presented
 - Qualifiers presented showing exceptions to the claim
- Teacher asks students to examine claims to determine if they contain statistical limitations involving regression, conjunction, base rates, extrapolation, or the cumulative nature of risk.

Student Evidence

- When asked, students can describe errors or informal fallacies in information.
- Student artifacts indicate that they can identify errors in reasoning.
- When asked, students can explain the overall structure of an argument presented to support a claim.
- When asked, students can describe common statistical errors.

How Am I Doing?

	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
Helping students examine errors in reasoning	I adapt and create new strategies for unique student needs and situations.	When content is informational, I engage students in activities that require them to examine their own reasoning or the logic of information as presented to them, and I monitor the extent to which students are deepening their knowledge.	When content is informational, I engage students in activities that require them to examine their own reasoning or the logic of information as presented to them, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.