

Georgia Department of Education Deconstructing the Georgia Standards of Excellence 5-Step Protocol

The purpose of the 5-step protocol is to engage collaborative planning teams or PLCs in a systematic dialogue and discussion to deepen their collective understanding of content standards. The protocol requires teachers to examine the language of a standard to determine its intent, identify implementation strategies, and establish success criteria.

The protocol addresses the following strategies of formative assessment.

Strategy 1: Provide students with a clear and understandable vision of the learning target.

Strategy 2: Identify characteristic of strong and weak work.

5-Step Protocol:

1. Determine and define vocabulary.

Identify and underline key terms within the standard and/or element(s). Define each term as it relates to the standard.

2. Study the standard and/or element(s).

Identify concepts and skills students will need to know, understand, and be able to do to reach proficiency. Generate key implementation questions related to the standard and/or element(s). Answer each question.

3. Scaffold understanding and communicate the language of the standard and/or element(s).

Paraphrase the standard and/or element(s). Create a "script" that details how teachers will describe the standard and/or element(s) to students.

4. Develop "I can" statements.

Describe the standard and/or element(s) as statements of intended learning (e.g. *I can use information from what I read to draw conclusions (make inferences), I can use mathematical vocabulary to describe how I solved a problem, etc.*).

5. Establish success criteria by identifying strong and weak work.

Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions.



5-Step Protocol adapted from:

Chappius, J. 2009. *Seven Strategies of Assessment for Learning*. Boston, MA. Pearson Education, Inc.

Code:	ELAGSE9-10RI8
Standard and/or Element(s):	<u>Delineate</u> and <u>evaluate</u> the <u>argument</u> and specific <u>claims</u> in a text, <u>assessing</u> whether the <u>reasoning</u> is <u>valid</u> and the <u>evidence</u> is relevant and sufficient; identify false statements and <u>fallacious reasoning</u>

1. Determine and define vocabulary. *Identify and underline key terms within the standard and/or element(s). Define each term as it relates to the standard.*

Delineate: to describe in words (portray), or set forth with accuracy or in detail
Evaluate: to determine the significance, worth, or condition of usually by careful appraisal and study
Argument: a reason given in proof (something that induces certainty or establishes validity) or rebuttal
Claims: to assert (to demonstrate the existence of) in the face of possible contradiction; maintain (to sustain against opposition; uphold and defend); a statement that asserts a belief or truth
Assess (assessing): to make a judgment about
Reasoning: the drawing of inferences (a conclusion or opinion that is formed because of known facts or evidence) or conclusions through the use of reason (the power of comprehending, inferring, or thinking especially in orderly rational ways)
Valid: well-grounded or justifiable (to prove or show to be just, right, or reasonable)
Evidence: proof, an outward sign : indication (clue)
Fallacious Reasoning: tending to deceive or mislead, something that is falsely or delusively (to mislead the mind or judgment of) believed

2. Study the standard and/or element(s). *Identify concepts and skills students will need to know, understand, and be able to do to reach proficiency. Generate key implementation questions related to the standard and/or element(s). Answer each question.*

Concepts <i>(Student must know and understand)</i>	Skills <i>(Students must be able to do)</i>
<ul style="list-style-type: none"> Review the concepts of inductive and deductive reasoning in argument analysis Understand the various purposes of rhetoric, both positive and negative (for example, propaganda and misinformation as well as inspiration) Understand the concept of claim and counterclaim and audience as well as author bias Understand the functions of diction, syntax, organizational structure, and other literary elements in the construction of persuasive and powerful argument; understand the structure of strong argument texts 	<ul style="list-style-type: none"> Distinguish important facts from extraneous details Be able to identify logical fallacies as well as reliable and well-supported arguments, use reasoning skills to determine validity in a writer's claim – looking specifically at the evidence used Summarize without editorial bias Acquire or review knowledge of basic rhetorical strategies and appeals (such as pathos, logos, and ethos) Expounds and evaluates the arguments and specific claims in texts, using specific textual evidence in assessing whether reasoning is valid and evidence is relevant and sufficient,

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- Understand the meaning of key vocabulary: Audience, Bias, Fallacy, Purpose, Rhetoric, Logic, Claim, Proof, Argument, Evidence, Induction, Counterclaim, Support, Deduction

and identifies nuanced false statements and fallacious reasoning.

Key Implementation Questions and Answers:

1. How will students demonstrate their ability to identify an author's argument or claim and provide an explanation about the authors' reasoning and supporting details with clearly relevant information based on the texts?
 - a. Provide students with examples of propaganda, advertising, political speeches, etc., that employ extreme and effective rhetorical strategies
 - b. Illustrate the various purposes of rhetoric, both positive and negative (for example, propaganda and misinformation as well as inspiration)
 - c. Study commercials, public service announcements, famous speeches, and other strongly persuasive or argumentative texts to illustrate artful use of rhetorical strategies including fallacies

2. How will students demonstrate their ability to determine and compare two authors' arguments or specific claims/counterclaims in a text or multiple texts, assess the validity of the reasoning and relevancy/sufficiency of the evidence, and identify false statements and fallacious reasoning?
 - a. Have students engage in formal and informal debates using informational texts to justify their claims/counterclaims
 - b. Require text evidence for all claims and inferences asserted in class, whether in writing or in discussion

Sources:

1. 9th Grade Lit/Comp Teacher Guidance Document <https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-Nine-Literature-Composition-Guidance.pdf>
2. 9th Grade Lit/Comp Milestones Achievement Level Descriptors http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Milestones/ALD/ALDS_for_Milestones_EOC_Ninth_Literature_Composition.pdf

3. Scaffold understanding and communicate the language of the standard and/or element(s). *Paraphrase the standard and/or element(s). Create a "script" that details how teachers will describe the standard and/or element(s) to students.*

Delineate (describe in words with accuracy or in detail) **and evaluate** (determine the significance, worth, or condition of) **the argument** (a reason given in proof) **and specific claims** (demonstrate the existence of, uphold, and defend, in the face of possible contradiction) **in a text, assessing** (make a judgment about) **whether the reasoning** (a conclusion or opinion that is formed because of known facts or evidence) **is valid** (well-grounded or justifiable) **and the evidence** (proof) **is relevant and sufficient; identify false statements and fallacious reasoning** (tending to deceive or mislead the mind or judgment of).

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4. Develop "I can" statements. *Describe the standard and/or element(s) as statements of intended learning (e.g., "I can use information from what I read to draw conclusions (make inferences)," "I can use mathematical vocabulary to describe how I solved a problem," etc.).*

1. I can identify an author's claim using evidence from the text.
2. I can evaluate an author's argument for a claim using evidence from the text.
3. I can determine false statements in an argument.
4. I can identify fallacious reasoning in an argument.
5. I can delineate the argument and specific claims in a text.
6. I can analyze whether the reasoning used in an argument is valid.
7. I can analyze whether the evidence cited in an argument is relevant and sufficient.
8. I can evaluate the effectiveness and credibility of argument(s) presented in a text.
9. I know how to determine the validity of an argument.

5. Establish success criteria by identifying strong and weak work. *Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions.*

Strong Work	Weak Work
<ol style="list-style-type: none"> 1. Uses evidence to identify false statements 2. Identify how fallacies are illogical 3. Distinguishes important facts from extraneous information 4. Summarizes using textual evidence 5. Identifies literary elements in an argumentative text 6. Can independently identify the claim and counterclaim 7. Can identify what makes an argument effective 8. Supports the central claim and each supporting claim with valid inferences based on credible textual evidence. 	<ol style="list-style-type: none"> 1. Uses personal opinions in lieu of textual evidence 2. Does not identify textual evidence 3. Does not delineate important facts from extraneous information 4. Summarizes using personal biases 5. Unable to identify false statements or fallacious reasoning in a text <p>Common Misconceptions:</p> <ol style="list-style-type: none"> 1. Arguments are emotionally disturbing and make people angry 2. Authors write clear arguments 3. Arguments are not useful in real-life 4.