

PART 2

ANALYZING ARGUMENTS

“We're dealing with terrorists who operate by highly sophisticated methods and technologies, some of which were not even available when our existing laws were written.” – President Bush

OBJECTIVE:

Students delineate and analyze the position, premises, reasoning, evidence and perspective of arguments.



ACTIVITIES

1- UNDERSTANDING ARGUMENTATIVE POSITION

The teacher introduces the concept of an argumentative position through a discussion of the unit's issue.

2- IDENTIFYING ELEMENTS OF AN ARGUMENT

The teacher leads an exploration of the elements of argumentation in an everyday context.

3- DELINEATING ARGUMENTATION

Student teams read and delineate arguments.

4- UNDERSTANDING PERSPECTIVE

The teacher leads an exploration of the concept of perspective in an everyday context.

5- COMPARING PERSPECTIVES

Students analyze and compare perspectives in argumentative texts.

6- DELINEATING ADDITIONAL ARGUMENTS

As needed, students read and analyze additional arguments related to the unit's issue.

7- WRITING TO ANALYZE ARGUMENTS

Students write short essays analyzing an argument.

MATERIALS:

Text Sets 3-5
Forming EBC Tool
Delineating Arguments Tool
Model Arguments
TCD Checklist
EBA Terms



ALIGNMENT TO CCSS

TARGETED STANDARDS:

RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. **RI.9-10.8:** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. **RI.9-10.9:** Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.

W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

SUPPORTING STANDARDS:

RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **RI.9-10.2:** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone. **SL.9-10.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

ACTIVITY 1: UNDERSTANDING ARGUMENTATIVE POSITION

The teacher introduces the concept of an argumentative position through a discussion of the unit's issue.

INSTRUCTIONAL NOTES

In Part 2 discussion and instruction shifts from the previous focus on understanding the background and nature of the unit's issue to a focus on the various controversies, or differences of opinion, that have surrounded the issue historically and/or currently, and have led to various positions and arguments.

CLASS BRAINSTORM

- As a class, brainstorm a list of questions that highlight various points of controversy or debate within the issue. If applicable, this can be related to the initial prior-knowledge/KWL activity.
- *How has the interpretation of the 4th Amendment changed over the years?*

The questions might address the current realm for debate related to US surveillance programs, e.g.:

- *If there is no 100% security or 100% privacy, do all counter-terrorism efforts potentially violate the 4th Amendment?*

They can also examine aspects of the topic that are more peripheral to the central debate, but may still be very relevant, e.g.:

- *Should companies such as Verizon and Apple be able to deny requests granting government agencies access to mass information on their customers' interactions and use of services?*

INTRODUCE CONCEPT OF POSITION

All questions, however, should be framed in a manner that suggests multiple ways of responding, that prepares students to examine various perspectives from which an answer could come as well as various positions that might be taken in response to the topic and question.

- Discuss with students how each of these questions can be responded to in various ways.
- Introduce the term *position*, which can be defined as *someone's stance on what to do or think about a clearly defined issue based on their perspective and understanding of it. When writing argumentative essays, one's position may be expressed as a thesis.*
- Discuss how the term relates to points of controversy in the issue.

CARTOON ANALYSIS

- Distribute Text Set #3, a set of political cartoons related to the unit's issue. Use one example to model how the cartoon can be seen as expressing a *position* on the issue.
- As a class discuss the various "positions" expressed in the cartoons. Discuss how argumentative essays develop arguments to support positions. Ask if students see the beginnings of any basic arguments to support the position in the visual details of the cartoons, and discuss the evidence they identify.

TEXT SET #3: TEXTUAL NOTES

TEXT 3.1: "CARTOON SURVEILLANCE"

Author: Robert Mankoff (ed.); **Source/Publisher:** The New Yorker; **Date:** June 13, 2013

TEXT 3.2: "NSA SURVEILLANCE"

Author: Monte Wolverton; **Source/Publisher:** Cagle Cartoons; **Date:** July 31, 2013

Text Notes: Provided are two sites from the New Yorker and Editorial Cartoonists that provide several political cartoons on the topic of government surveillance. The teacher (and/or students) can browse either or both of these sources and find cartoons that relate to the unit's focus, the problem-based question, and the set of debatable questions generated in Activity 1. Teachers are encouraged to conduct their own web searches in order to include the most current political cartoons, or cartoons appropriate for the specific classroom context.

ACTIVITY 1: UNDERSTANDING ARGUMENTATIVE POSITION (CONT'D)

TEXT SET #3: TEXTUAL NOTES

Once cartoons are selected, students should “read” them closely by visually scanning for key details and presentation techniques, considering also any text that may be presented with the cartoon. Ideally a cartoon set will provide examples that come from several different perspectives and take several different positions as they communicate political commentary through their imagery and words. Model how one can “read” a cartoon and its details to determine the point or commentary communicated by the cartoon, and thus determine its *position* (which may or may not be stated). Finally, model how a cartoon artist presents visual details as *evidence* that establishes and supports the cartoon’s position.

Following this modeling and some guided practice, students might then work in teams with a cartoon set. The questioning and analysis sequence might begin with a general text question(s) from the *Reading Closely for Details: Guiding Questions* handout, such as:

Which key details stand out to me as I scan the cartoon/text? How are these details keys to understanding the cartoonist’s/author’s perspective? What does the cartoon/text seem to be saying about the topic – what is its commentary or position?

ACTIVITY 2: IDENTIFYING ELEMENTS OF ARGUMENTATION

The teacher introduces and the class explores the elements of argumentation in a familiar context.

INSTRUCTIONAL NOTES

INTRODUCE ARGUMENT TERMS

Once students have a good understanding of the concept of a *position* on an *issue* and the idea that positions are supported with argumentation, instruction can shift to the specific argumentative elements authors use to explain and defend their positions. The objective of this activity is for students to have a solid conceptual understanding of the elements of an argument and to be able to use a set of terms to identify and analyze them. The **terms for elements of argumentation used in this unit** are *issue, relationship to issue, perspective, position, implications, premise, reasoning, evidence, and chain of reasoning*. Teachers may have already worked with students using different nomenclature and might elect to use that terminology instead. For instance, some might call a *position* a *thesis* or a *premise* a *supporting claim*. This unit is based on a view that *claims* used in the context of *argumentation* are called *premises*. Whatever nomenclature a teacher chooses, it should be used consistently so students develop an understanding and facility with the terminology.

Introduce and describe how authors explain and defend their positions with a series of linked *premises*

(*claims*), developed through a chain of *reasoning*, and supported by *evidence*. When introducing these concepts, it is best to model and practice their use with topics from students’ personal experiences and everyday life that do not require background information.

PRACTICE USING ARGUMENTATION TERMS

A *Delineating Arguments* tool can be used as an instructional strategy.

For this activity focus on the terms *position, premise, evidence* and *reasoning*.

- Begin by showing students a basic model of the *Delineating Arguments* tool. NOTE: If using the *Delineating Arguments* tool, teachers can use one of the included models or develop their own that would work better with their students. Talk about each element and its relationship to the other elements as you read the model aloud.
- Have students identify alternative premises and evidence to defend the same position and the reasoning that would connect them.

ACTIVITY 2: IDENTIFYING ELEMENTS OF ARGUMENTATION (CONT'D)

INSTRUCTIONAL NOTES (CONT'D)

- In reading teams have students work with blank tools to develop a different position and argument on the “issue.”
- Have reading teams present their positions and arguments explaining each element. As a class, discuss the way the reading teams applied each element.
- Encourage the students to use the vocabulary terms they have learned. Write the new vocabulary on the board so they can use the words as references for discussion.
- Once students have some facility with the elements, explain to students that they will be using the terminology to analyze and compare various arguments related to the unit’s issue.

ACTIVITY 3: DELINEATING ARGUMENTS

Student teams read and delineate arguments.

INSTRUCTIONAL NOTES

Students next read and analyze Text 4.1, an accessible, foundational argument related to the unit’s issue. Use text-dependent questions to help students attend to key details related to the argument’s position, premises/claims, structure and reasoning, and supporting evidence. Emphasize that at this point students are reading to *delineate* and not yet *evaluate* the argument.

- Students first read the argument independently, considering general guiding questions such as: “What is the author thinking and saying about the issue or problem?” [Guiding Questions Handout]
- Introduce a set of text-based questions to drive a closer reading and analysis of the text’s argument; then have students follow along as the text is read aloud/presented to them.
- In reading teams, students discuss the text-based questions and search for relevant details, highlighting and labeling their text where they identify the various elements of argumentation.
- Teachers/students might also choose to use a blank *Delineating Arguments* tool to structure and capture their delineation.
- Assign each team one or more of the elements of the argument (position, premises, reasoning, evidence) and have them prepare a short presentation for the class about what they have discovered through their analysis of the argument. Emphasize that each team will need to cite specific evidence from the text that supports their analysis.
- As a class delineate the article’s argument by identifying its position, premises, reasoning, and evidence.
- Model the writing of a claim about **how** the author has presented and developed one element of the argument (e.g., its position). Then have students individually write a claim about the author’s use of the element their team studied.

TEXT SET #4: TEXTUAL NOTES

TEXT 4.1: “MIKE ROGERS: NSA SURVEILLANCE PROGRAM ISN'T THE SCANDAL YOU THINK IT IS”

Author: Mike Rogers; **Source/Publisher:** Detroit Free Press; **Date:** June 16, 2013

Complexity Level: Measures at 1360L

Text Notes: This article by House Intelligence Committee Chairman, Representative Mike Rogers, is included as the first sample argument in the set because it is an example of a clearly organized argument, where the perspective is clear from the first sentence, the position is communicated early in the text, and the argument is developed through a series of linked claims or premises, each of which is backed by evidence. Thus, the text

ACTIVITY 3: DELINEATING ARGUMENTS (CONT'D)

TEXT SET #4: TEXTUAL NOTES

should provide good initial practice (and modeling) for students as they study how arguments are constructed.

Rogers lays down several clear and specific points in order to defend the NSA's surveillance program. He begins by stating in clear terms that the NSA's programs "have proved very effective in preventing terror attacks in the U.S. without infringing on Americans' privacy and civil liberties." Students should be able to recognize the terms, concepts and tension to which Rogers refers. The Representative clearly believes that the surveillance programs, which Snowden revealed, do not violate the 4th Amendment and thus do not violate the privacy of U.S. citizens. It is interesting to point out certain argumentative elements in Rogers' article such as his immediate use of a position statement (end of first paragraph), counterargument (beginning of second paragraph), and clear premises at the beginning of each paragraph. The teacher should point out to students how Rogers grounds his reasoning in the fact that the programs are court sanctioned, which to him means they go through a legal review process. Student should be able to trace Rogers' series of claims and evidence used to defend the use of the surveillance programs.

Sample Text-Dependent Questions (to drive closer reading and discussion):

1. What information does Rogers immediately reveal in his article? How are these details important to his argument?
2. Which sentences – taken together – best communicate Rogers' position on government surveillance
3. Rogers lays out a string of claims in paragraph 2. Where does he present evidence to back these claims up? For which does he provide no evidence?
4. In their article in the Washington Post, Gellman and Poitras say, "Late last year, when critics in Congress sought changes in the FISA Amendments Act, the only lawmakers who knew about PRISM were bound by oaths of office to hold their tongues." What evidence does Rogers provide that refutes their claim?
5. How does the evidence provided in this text influence your understanding of the issue of government surveillance and personal privacy ?

ACTIVITY 4: UNDERSTANDING PERSPECTIVE

The teacher leads an exploration of the concept of perspective.

INSTRUCTIONAL NOTES

- Introduce the terms *relationship to issue* and *perspective* to the class. *Relationship to issue* can be defined in this context as a person's particular personal involvement with an issue, given his or her experience, education, occupation, socio-economic-geographical status, interests, or other characteristics. *Perspective* can be defined as how someone understands and views an issue based on his/her current relationship to it and analysis of the issue. Spend some time to explore the various meanings of perspective and how they might relate to how the term is used here.
- Compare the author's perspective to an iceberg, where the author's particular argument or position is clearly seen, but his or her personal relationship and perspective on the issue may or may not be

ACTIVITY 4: UNDERSTANDING PERSPECTIVE (CONT'D)

INSTRUCTIONAL NOTES (CONT'D)

explicitly revealed in the text. Without this perspective, however, the author's position would not be possible; the author's perspective influences how he or she approaches and ultimately defines an issue and eventually a particular position on it.

Revisit the everyday argumentative contexts that the class explored in Activity 2. Discuss the various perspectives of the actors in those situations. Discuss how the actors' personal relationship to the issue influences their perspective. And how their perspective influences their understanding of the issue and their position.

NOTE: Teachers might choose to BEGIN the exploration of perspective by having students refer back to this activity. Teachers could use a Socratic discussion model to lead students to an understanding of perspective by having them explore the various positions and the reasons why the various actors might hold those positions. After students have come to an initial understanding of perspective, teachers could then introduce the terms and their definitions.

ACTIVITY 5: COMPARING PERSPECTIVES

Students analyze and compare perspective in argumentative texts.

INSTRUCTIONAL NOTES

Students revisit Text #4.1 after developing an understanding of how perspective helps shape an author's position and argument.

- The teacher models a claim that analyzes how an author's position on the issue is directly influenced by his or her relationship to it. The teacher can use the argument from Activity 2 to model this claim.
- In reading teams, students write their own claims on how the perspective of Text #4.1's author influences his or her position on the issue.

The remaining texts in Text Set 4 present students with different perspectives, positions, and arguments for students to read and analyze. Students will use these texts to move from guided to independent practice of the close reading skills associated with analyzing an argument.

- Students first read the argument independently, considering general guiding questions such as: "What is the author thinking and saying about the issue or problem?" "What do the author's language and approach suggest about his/her relationship to and perspective on the issue or problem?" "How does the author's relationship to the issue help shape his/her position?" [Guiding Questions Handout]

- Introduce a set of text-based questions to drive a closer reading and analysis of the text's argument; then have students follow along as the text is read aloud/presented to them.
- In reading teams, students discuss the text-based questions and search for relevant details, highlighting and annotating them.
- Students might use a *Delineating Arguments* tool to delineate the author's argument.
- Discuss as a class the author's position, argument, and perspective.
- Model developing an evidence-based claim comparing how the authors have used one of the elements of argumentation differently, as influenced by their perspectives. Then have students individually develop their own comparative EBCs. Note: These evidence-based claims can be developed orally, on paper, or using an *Organizing EBC* tool.
- Teachers may also choose to discuss the various ways authors structure the logical reasoning of arguments.

ACTIVITY 5: COMPARING PERSPECTIVES (CONT'D)

TEXT SET #4: TEXTUAL NOTES

TEXT 4.2: "LETTER TO ATTORNEY GENERAL ERIC HOLDER"

Author: Representative James Sensenbrenner; **Source/Publisher:** Sensenbrenner.house.gov

Date: September 6, 2013

Complexity Level: At 1270L, this letter from Congressman Sensenbrenner is accessible to most 10th graders.

Text Notes: In this letter to Attorney General Eric Holder, Sensenbrenner asks vital questions concerning the NSA's surveillance program's use of "bulk" information gathering. Students should already be familiar with these methods from reading prior articles. Sensenbrenner's perspective on this issue is interesting for he introduced the original Patriot Act to Congress on October 23, 2001. In this letter, however, he questions the scope of the government's interpretation of the Act, specifically Section 215. Sensenbrenner develops a clear position against bulk collection of data by citing the original intent of the measure ("access to specific records") and by laying out the dangerous implications of the Obama administration's interpretation, namely the bulk surveillance of commercial transactions. He then requests answers to a series of questions related to the government's interpretation of Section 215 of the Act. This letter is of particular interest to students because of it is a primary source document and directly demonstrates the important communications that exist between law makers.

The questioning and analysis sequence might begin with a general text question(s) from the *Reading Closely for Details: Guiding Questions* handout, such as:

What is the author's personal relationship to the topic? How does this influence the author's perspective?

Sample Text-Dependent Questions (to drive closer reading and discussion):

1. To what interpretation does Sensenbrenner refer to in the first paragraph? In reality, what does this interpretation look like?
2. What unstated reasoning does Sensenbrenner use to connect the last sentence of the first paragraph to the details provided in the following paragraph?
3. According to Sensenbrenner, what are the "implications" of the government's interpretation of Section 215?
4. How does Sensenbrenner's use of the word "apparently" in the last sentence of paragraph 4 help you understand his position? How does Sensenbrenner use logic to come to his opinion?
5. How does the evidence provided in this text influence your understanding of the issue of government surveillance and personal privacy?

TEXT 4.3: "TRANSCRIPT: OBAMA'S REMARKS ON NSA CONTROVERSY"

Author: President Barack Obama; **Source/Publisher:** Wall Street Journal - Washington Wire blog;

Date: June 6, 2013

Complexity Level: The text measures at 1170L and should be accessible to most 10th graders. The press conference video [13:47] and transcript are available on the same Washington Wire blog page.

Text Notes: In a press conference held on June 6, 2013, a day after the Guardian newspaper revealed the leaked NSA documents, calling into question the administration's use of secret courts and surveillance programs, President Obama stresses a couple of issues: the legality and transparency of the government's surveillance programs, and the scope of the surveillance. In this one-question press conference, the President assured Americans that "nobody is listening to your telephone calls," but yes to callers' "metadata."

ACTIVITY 5: COMPARING PERSPECTIVES (CONT'D)

TEXT SET #4: TEXTUAL NOTES

Obama also goes into detail about the process of obtaining the necessary authorization from courts if someone wanted to conduct further probing. He also makes abundantly clear that the programs "have been authorized by broad, bipartisan majorities repeatedly since 2006," and that congressmen and women "have been consistently informed" about the surveillance programs. President Obama's press conference is of particular importance for the unit as he clearly defends the use of surveillance in the fight against terror, though he does so in a way that is more subtle and complex than Rogers' article. Obama first frames his opinion with two commitments he made when he assumed the presidency. These should be considered by the students throughout their reading of the President's remarks. Later, and perhaps most importantly, the President highlights the complexity of the values involved in conducting surveillance programs, admitting that "you can't have a hundred percent security and also then have a hundred percent privacy and zero inconvenience." This position should give students an opportunity to reflect on how the issue they are studying is not necessarily an either/or issue, but one where all sides have important arguments to make. Obama acknowledges this, noting that his team "expanded oversight" and "increased safeguards" of the program due to his own doubts. The teacher should draw students' attention to the way Obama includes his own thought processes as counterarguments, and discuss what effect this has on his persuasiveness.

Students' questioning and analysis sequence might begin with a general text question(s) from the *Reading Closely for Details: Guiding Questions* handout, such as: *What is the author's personal relationship to the topic? How does this influence the author's perspective?*

Sample Text-Dependent Questions (to drive closer reading and discussion):

1. How is President Obama personally related to the issue? What is his perspective on government surveillance and what specific words convey that perspective?
2. In what ways does Obama "set the stage" for his argument on his administration's stance on surveillance?
3. According to the President, what information are the intelligence agencies looking for? What information are they not collecting, according to the President?
4. In his comments, President Obama repeatedly refers to the fact that Congress has been informed of the intelligence community's programs. Why is the President so adamant to make this point?
5. Which details and evidence that Obama cites seem solid and convincing? Which ones seem more questionable?
6. President Obama states, "I think it's important to recognize that you can't have a hundred percent security and also then have a hundred percent privacy and zero inconvenience. You know, we're going to have to make some choices as a society." What does he mean by this statement?

TEXT 4.4: "HOW THE NSA'S SURVEILLANCE PROCEDURES THREATEN AMERICANS' PRIVACY"

Author/Source/Publisher: ACLU; **Date:** June 21, 2013

Complexity Level: At 1500L this text should be challenging to most 10th graders, but the article's clear layout and students' background knowledge on surveillance programs will greatly aid them in approaching this text.

Text Notes: The American Civil Liberties Union is an organization claims to "defend and preserve the individual rights and liberties that the Constitution and laws of the United States guarantee everyone in this country." As such, the organization has come out against the NSA surveillance programs. In this post on its website, the ACLU lays out in 8 clear claims, its argument against government surveillance. The points made in the article both add to and draw from student's knowledge of the issue at this point in the text set.

ACTIVITY 5: COMPARING PERSPECTIVES (CONT'D)

TEXT SET #4: TEXTUAL NOTES

Sample Text-Dependent Questions (to drive closer reading and discussion):

1. How is the ACLU's perspective made immediately clear in the first few paragraphs? In what way do they use the Constitution to put forth their argument?
2. How is the article structured?
3. In what ways does the article's argument coincide with Sensenbrenner's argument? On what points do they agree? On what points does the ACLU article disagree with President Obama and Rogers?
4. According to the ACLU, what kind of information can the NSA collect?
5. Which details and evidence that the ACLU cites seem solid and convincing? Which ones seem more questionable?

ACTIVITY 6: DELINEATING ADDITIONAL ARGUMENTS

As needed, teachers may choose to have students read and delineate additional arguments related to the unit's issue.

INSTRUCTIONAL NOTES

To more fully understand the issue, students may need to explore additional arguments. Possibilities related to the unit's issue are listed in the text set, but teachers and students are also encouraged to find additional texts themselves. (NOTE: this is the point in the unit at which students might embark on further research, guided by the *Researching to Deepen Understanding* unit's activities and resources.)

For each argument read, students might complete a *Delineating Arguments* tool and write an evidence-based-claim about the author's perspective. To broaden the class's access to many arguments, students might work in "expert" teams focused on one or more of the arguments, then "jigsaw" to share their team's findings with students from other teams.

TEXT SET #5: TEXTUAL NOTES

TEXT SET 5 – ADDITIONAL ARGUMENTS:

Students should now be familiar with background information and some seminal arguments about US surveillance programs and the tension between the government's obligation to protect citizens' privacy and security. To further students' background knowledge and ability to analyze the issue, the text set lists several more arguments that students can read and analyze. These texts are current as of fall 2013 and include articles that represent many perspectives on whether the government's surveillance programs violate individual rights or are effective and constitutional tools to help protect the lives of American citizens.

It is anticipated that as the issues and problems associated with the US's surveillance programs evolve, the nature of contemporary arguments and speeches will also change. Therefore, teachers and students are encouraged to look beyond the listed examples and search for more current texts that reflect what pundits, columnists, commentators, politicians, and the public are saying about the issue.

ACTIVITY 7: WRITING TO ANALYZE ARGUMENTS

Students write short essays analyzing an argument.

INSTRUCTIONAL NOTES

Students use their notes, annotations, and tools to write short essays analyzing one of the arguments they have read thus far in the unit. In their essays, students:

- state the author's position
- identify the elements of the argument (premises, reasoning, evidence, perspective)
- make an evidence-based claim about how the author's perspective shapes the position and/or argumentation
- use evidence from the text to support their analysis.

ASSESSMENT OPPORTUNITIES

Part 2 presents many opportunities for formative assessment. The two most important proficiencies to assess here are a student's:

1. understanding of and facility with the concepts for analyzing arguments; and
2. ability to analyze and write about other authors' arguments

Teachers can use the tools, claims, and conversations from Activities 2 and 4 to assess emerging proficiency with the analytic concepts without the interference of additional reading comprehension loads. These activities have been designed for development and assessment of these core literacy proficiencies in all students (including ELL and students reading below grade level).

The claims and conversation from Activities 3, 5, and 6 add the opportunity to assess the proficiency in analyzing and writing about other arguments.

The short essay from Activity 7 provides a mid-unit formative assessment on both proficiencies and the ability to link and develop analysis across several paragraphs.

As a formative assessment of the text-centered discussions that have led to their claims, students might complete two *TDC Checklists*, one that rates their team's overall performance and one that represents a self-assessment of their own participation.