

Choose evidence for a precise textual or numerical claim

Original skill preparation; versioned source scope

Method and conditions

Original hypothetical data: choose the claim's comparison

Group	Learners	Before	After	Correct (%)
A	20	12	16	60% → 80%
B	40	24	28	60% → 70%

- Evidence must support the exact claim, including its comparison base.
- Read table headings; compare proportions and counts.

Worked method 1

Read and reason

Evidence must support the exact claim, including its comparison base. If 9 of 15 tasks succeed, $p = n_{\text{success}}/n_{\text{total}} = 9/15 = 60\%$. A group with more successes may still have a lower success rate. Before/after data describe changes; without controlled assignment they do not prove a cause.

Original context 1

Read and reason

Original hypothetical study: Two groups used a revised catalogue for a second search session. No random assignment is reported. Group P had 30 users, with 12 successful searches before and 21 after. Group Q had 50 users, with 30 successful searches before and 35 after. Each user completed one search in each session.

Original context 2

Read and reason

The researchers claimed that P showed the larger percentage-point improvement, while Q still had more successful searches in the second session. A separate comment said the revision must have caused every improvement.

Attempt 1.1

Read and reason

Give the before and after success percentages and percentage-point changes for both groups.

Reasoning 1.1

Read and reason

$p_P = 12/30 = 40\%$ before and $21/30 = 70\%$ after, a 30-point increase.

$p_Q = 30/50 = 60\%$ before and $35/50 = 70\%$ after, a 10-point increase. P has the larger change; both final rates are equal.

Attempt 2.1

Read and reason

Which claim is supported by 35 compared with 21, and which is supported by 30 points compared with 10 points?

Reasoning 2.1

Read and reason

The final counts support Q having more second-session successes. The percentage-point changes support P improving more. Exchanging those pieces of evidence would confuse final outcome with change and counts with proportions.

Attempt 3.1

Read and reason

Explain why the causal comment is too strong. Give one additional observation that would help investigate an alternative explanation.

Reasoning 3.1

Read and reason

Session order, practice or different tasks could contribute; no randomised comparison is described. A control group using the original catalogue in both sessions under otherwise matched conditions could estimate practice effects. It would help test causation, not automatically prove that every user's improvement has one cause.

Transfer and limits

Read and reason

Read table headings; compare proportions and counts.

Check yourself

Read and reason

Close the worked reasoning. Explain why the method fits the final transfer task, reconstruct its conclusion, and state a condition that would change your answer. Then check the full reasoning in the reference.