

## The Cause-Effect Routine Implementation Checklist

Teacher \_\_\_\_\_

Observer \_\_\_\_\_

Date \_\_\_\_\_

Total Score \_\_\_\_\_

**Scoring Guide:**

2 = All Present and correct; 1 = Present, but needs improvement; 0 = Not present

<b>The Cause-Effect Routine Implementation Checklist</b>		
<b>Cue</b>		
<b>Score</b>	The teacher...	
	1. Named the Cause and Effect Guide and Routine.	
	2. Explained how it will help students learn about important cause-effect relationships.	
	3. Emphasized importance of the topic.	
	4. Handed out blank guides.	
	5. Explained expectations for note-taking and participation.	
<b>Do</b>	<b>Step 1</b>	
<b>Score</b>	The teacher...	
	1. Collaborated with students to restate a question about causes and effects based on an assignment.	
	2. Coached students to rephrase synonyms for “cause” and “effect” as needed to restate the question.	
	3. Helped students identify the critical event and underline it in the question.	
	4. Wrote the question in Section 1.	
<b>Do</b>	<b>Step 2:</b>	
<b>Score</b>	The teacher...	
	1. Collaborated with student to identify Key terms.	
	2. Wrote Key terms in Section 2.	
	3. Explained or developed explanations for Key terms with students.	
	4. Wrote explanations in Section 2.	
<b>Do</b>	<b>Step 3:</b>	
<b>Score</b>	The teacher...	
	1. Prompted students to focus on the critical Event underlined in Section 1.	
	2. Wrote the name of the Event in Section 3 and highlighted it.	
	3. Elicited/co-constructed a complete set of important details about the critical Event.	
	4. Wrote the details in Section 3 under the name of the Event.	
	5. Guided development of the details into parallel grammatical forms.	

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<b>Do</b>	<b>Step 4:</b>	
<b>Score</b>	The teacher...	
	1. Collaborated with students to identify causes of the Event.	
	2. Guided development of a complete set of causes.	
	3. Co-constructed grammatically parallel statements of each cause	
	4. Wrote each cause in Section 4.	
	5. Collaboratively identified verbal links from causes to the event in Section 4.	
<b>Do</b>	<b>Step 5:</b>	
<b>Score</b>	The teacher...	
	1. Guided development of a complete set of effects.	
	2. Co-constructed grammatically parallel statements of each effect	
	3. Wrote each effect in Section 5.	
	4. Collaboratively identified verbal links from event to the effects in Section 5.	
	5. Collaboratively added lines with arrow or brackets to the verbal links in Section 5.	
<b>Do</b>	<b>Step 6:</b>	
<b>Score</b>	The teacher...	
	1. Co-constructed an answer to the question in Section 1.	
	2. Confirmed with students that the causes and/or effects of the event were complete and accurate.	
	3. Wrote the answer in Section 6.	
	4. Confirmed students' understanding and agreement with the answer.	
<b>Review</b>		
<b>Score</b>	The teacher...	
	1. Asked questions to ensure students understanding of the cause-and-effect relationship.	
	2. Asked questions prompting the students to reflect about and review the process of exploring causes and effects.	
	3. Asked questions prompting the students to reflect about other causes and effects the content area.	
	4. Asked questions prompting students to think about using the strategic steps in the Cause-and-Effect Guide to answer questions about causes and effects in different areas or with real world issues.	
	5. Asked questions to ensure students understanding of the cause-and-effect relationship.	

Comments: