

# Concept Comparison Routine Implementation Checklist

Directions: Put a checkmark (✓) by each behavior that occurs.

Teacher: \_\_\_\_\_

Coach: \_\_\_\_\_

School: \_\_\_\_\_

Subject: \_\_\_\_\_

Date: \_\_\_\_\_

Concepts: \_\_\_\_\_

Full Session \_\_\_\_ or Partial Session \_\_\_\_

Length of Session \_\_\_\_\_

## OVERALL the teacher...

Ensured all students writing on their diagrams  
Kept a lively pace  
Involved a large majority of students

Comments:

## CUE the teacher...

Named the Comparison Table, or students named  
the table  
Explained or elicited how it will help students  
Handed out blank Comparison Tables  
Explained or elicited expectations

Comments:

## DO STEP 1: Communicate targeted concepts the teacher...

Announced the name of the first concept  
Wrote the name of the first concept in Section 1  
Announced the name of the second concept  
Wrote the name of the second concept in Section  
1

Comments:

## DO STEP 2: Obtain the overall concepts the teacher...

Named the overall concept or asked students to  
name it  
Wrote the overall concept in Section 2

Comments:

## DO STEP 3: Make lists of known characteristics the teacher...

Elicited a list of known characteristics for first  
concept  
Wrote them in Section 3  
Elicited parallel list of known characteristics for  
second concept

Wrote them in Section 3 next to the parallel  
characteristics for the first concept  
Comments:

DO STEP 4: Pin down like characteristics  
the teacher...

Elicited shared Like Characteristics for the two  
concepts  
Wrote them in Section 4

Comments:

DO STEP 5: Assemble like categories  
the teacher...

Elicited names of larger categories to which the  
Like Characteristics belong  
The names are different from the Like  
Characteristic names  
Wrote names of categories in Section 5

Comments:

DO STEP 6: Record unlike characteristics  
the teacher...

Elicited names of characteristics not shared by the  
two concepts  
Wrote them in Section 6

Comments:

DO STEP 7: Identify unlike categories  
the teacher...

Elicited names of larger categories to which the  
Unlike Characteristics belong  
The names are different from the Unlike  
Characteristic names  
Wrote the information in Section 7

Comments:

DO STEP 8: Nail down a summary  
the teacher...

Wrote first sentence containing the concepts and  
the overall concepts  
Elicited sentences that summarized the similarities  
Elicited sentences that summarized the differences  
Wrote the summary sentences in Section 8

Comments:

DO STEP 9: Go beyond the basics  
the teacher...

Gave a "challenge" assignment  
Wrote the assignment in Section 9

Comments:

## REVIEW the teacher...

Elicited answers to questions related to the characteristics of the concepts  
Elicited answers to questions related to Like and Unlike Characteristics  
Elicited answers to questions related to the Like and Unlike Categories  
Elicited answers to questions that prompted the students to reflect about and review the process of comparing one concept to another  
Elicited answers to questions that prompt students to consider how comparing and contrasting concepts is a helpful learning tool

Comments: