

Concept Mastery Routine Implementation Checklist (Research Version)

Teacher _____

Observer _____

Date _____

Total Score _____ /80

Scoring Guide: 2 = Present and correct; 1 = Present, needs improvement; 0 = Not present

Cue		Comments
Score	The teacher...	
	1. Named the Concept Diagram or the Concept Mastery Routine.	
	2. Explained how it will help.	
	3. Handed out blank Concept Diagrams.	
	4. Explained expectations.	
Do	Step 1: Convey the Concept	
Score	The teacher...	Comments
	1. Specified the concept to be learned.	
	2. Wrote the concept in Section 1.	
Do	Step 2: Offer the Overall Concept Name	
Score	The teacher...	Comments
	1. Elicited the Overall Concept from students.	
	2. Wrote the Overall Concept in Section 2.	
Do	Step 3: Note Key Words	
Score	The teacher...	Comments
	1. Elicited words that students associate with concept.	
	2. Contributed & wrote a few key words.	
	3. Used the list to involve students in identifying characteristics and examples.	
	4. Used symbols to designate characteristics and examples within the list.	
Do	Step 4: Classify the Characteristics	
Score	The teacher...	Comments
	1. With students listed characteristics as always, sometimes, or never characteristics.	
	2. Elicited additional characteristics from the students.	
	3. Added characteristics as needed.	
	4. Wrote characteristics under the appropriate headings.	
Do	Step 5: Explore Examples	
Score	The teacher...	Comments
	1. Elicited examples of the concept from the students (in key words list or students' other knowledge).	
	2. Wrote examples in the example ovals in Section 5.	
	3. Elicited nonexamples of the concept from the students (from key words list or students' other knowledge).	
	4. Wrote the nonexamples in the example ovals.	
	5. Prompted the students through the process of checking the characteristics of at least one example and one nonexample.	

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Do	Step 5: Explore Examples	
Score	The teacher...	Comments
	1. Elicited examples of the concept from the students (in key words list or students' other knowledge).	
	2. Wrote examples in the example ovals in Section 5.	
	3. Elicited nonexamples of the concept from the students (from key words list or students' other knowledge).	
	4. Wrote the nonexamples in the example ovals.	
	5. Prompted the students through the process of checking the characteristics of at least one example and one nonexample.	
Do	Step 6: Practice with a New Example(s)	
Score	The teacher...	
	1. Wrote a potential example/nonexample in the "testing ground" in Section 6.	
	2. Asked students to check the characteristics in the "testing ground" term in groups or individually.	
	3. Elicited final decisions from the students.	
	4. Wrote the example/nonexample in appropriate oval.	
Do	Step 7: Tie Down a Definition	
Score	The teacher...	
	1. Elicited a definition from the students that contains the name of the concept, the name of the overall concept, and all of the always characteristics	
	2. Wrote the definition in complete sentences.	
Review		
Score	The teacher...	
	1. Asked questions related to the information written on the Concept Diagram.	
	2. Asked questions to review the process of creating a Concept Diagram.	
	3. Asked questions to review how the students will use their Concept Diagrams.	
Overall		
Score	The teacher...	
	1. Involved the large majority of students throughout the activity.	
	2. Ensured that all students wrote on their diagrams.	
	3. Kept a lively pace.	
	4. Wrote on the table in a clear and legible way.	