

Concept Anchoring Implementation Checklist (Research Version)

Teacher: _____ Observer _____
 Date: _____ School: _____ Subject: _____
 Full Session ___ or Partial Session ___ Time Start: _____ Time Stop: _____
 Total Score _____ / _____
 Scoring Guide: 2 = All Present and correct; 1 = Present, but needs improvement; 0 = Not present

Concept Anchoring Implementation Checklist			
Cue		Rating:	Comments:
Score	The teacher...		
	1. Named the Anchoring Table or the routine		
	2. Explained how it will help students.		
	3. Emphasized importance of the topic.		
	4. Handed out blank Anchoring Tables.		
	5. Explained expectations.		
Do	Step 1: Announce the new concept	Rating:	Comments:
Score	The teacher...		
	1. Announced the new concept		
	2. Wrote the new concept in Section 1		
Do	Step 2: Name the known concept	Rating:	Comments:
Score	The teacher...		
	1. Named the known concept.		
	2. Wrote the known concept in Section 2.		
	3. Explained that it is similar to new concept.		
Do	Step 3: Collect known information	Rating:	Comments:
Score	The teacher...		
	1. Collected known information from the students by brainstorming a list of words.		
	2. Wrote known information in Section 3 as it was contributed		
Do	Step 4: Highlight the characteristics of the known concept	Rating:	Comments:
Score	The teacher...		
	1. Highlighted the characteristics of the known concept by underlining items necessary for the analogy		
	2. Created a short phrase or sentence for each piece of underlined known information that captured the characteristic of the known concept		
	3. Introduced other characteristics of the known concept as needed		
	4. Wrote the characteristics of the known concept in Section 4		
	5. Wrote items in the appropriate order to make the analogy work		

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Do	Step 5: Observe Characteristics of the New Concept	Rating:	Comments:
Score	The teacher...		
	1. Introduced or elicited characteristics of the new concept that are parallel to the characteristics of the known concept already listed in Section 4		
	2. Wrote short phrases or sentences in Section 5 about the characteristics of the new concept		
	3. Wrote items in the appropriate order to make the analogy work		
Do	Step 6: Reveal Characteristics Shared	Rating:	Comments:
Score	The teacher...		
	1. Elicited names for shared characteristics between the known and new concept from the students		
	2. Wrote short sentences or phrases about shared characteristics in Section 6		
Do	Step 7: State Understanding of the New Concept	Rating:	Comments:
	1. Elicited statements summarizing an understanding of the new concept from the students		
	2. Wrote the summary information in Section 7		
Review		Rating:	Comments:
Score	The teacher...		
	1. Elicited answers to questions related to the characteristics of the new concept		
	2. Elicited answers to questions about the shared characteristics between the two concepts		
	3. Elicited answers to questions about the definition of the new concept		
	4. Elicited answers to questions to review the process of using an analogy to help the students learn		

Overall

The teacher...

- _____ Involved the large majority of students throughout the activity
- _____ Ensured that all students were writing on their tables
- _____ Kept a lively pace
- _____ Wrote information on the Anchoring Table in a clear and legible way

Comments
