Scientific Argumentation Routine Implementation Checklist Directions: Put a checkmark (1) by each behavior that occurs.

Teacher:School:	Coach: Subject: Topic:
Full Session or Partial Session Length of Session OVERALL	
the teac	her
Ensured all students were writing on their guides Kept a lively pace Involved a large majority of students	Comments:
CUE the teacher	
Named the Scientific Argumentation and Evaluation Guide Explained or elicited how it will help students Handed out blank guides Specified what they need to do to participate in the routine	Comments:
DO STEP 1: Consider a claim and its qualifiers the teacher	
Announced/elicited the claim Announced/elicited the qualifier	Comments:
DO STEP 2: List evidence the teacher	
Elicited evidence and guided paraphrase of Guided paraphrase of evidence statements	Comments:
DO STEP 3: Identify type of evidence the teacher	
Guided identification of types of evidence Cued abbreviations for types of evidence	Comments:
DO STEP 4: Evaluate quality of evidence the teacher	
Guided evaluation of the quality of evidence Guided explanations of the quality of evidence	Comments:



DO STEP 5: Identify chain of reasoning the teacher...

Elicited/guided chain of reasoning name.
Guided clear statement of the chain of reasoning

Comments:

DO STEP 6: Identify type of reasoning the teacher...

Guided identification of type of reasoning Cued abbreviations for types of reasoning Comments:

DO STEP 7: Evaluate the quality of chain of reasoning the teacher...

Guided evaluation of chain of reasoning Scaffolded how to include all parts (how the reasoning allowed evidence to support the claim) Comments:

DO STEP 8: Make counter arguments, rebuttals or new questions known the teacher...

Guided identification counterarguments or rebuttals

Comments:

Allowed exploration of new questions

DO STEP 9: Summarize conclusion and present reasoning the teacher...

Allowed students to make individual decisions to accept, reject, or withhold acceptance of the claim

Comments:

Prompted students to explain their evaluation of the claim, evidence and reasoning that led to the decision

REVIEW the teacher...

Asked questions prompting the students to ensure their understanding of the content learning Asked questions prompting the students to reflect about and review the process of analyzing and evaluating claims and supporting arguments

Comments:

