# Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Observer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Reliability? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Pre/Post (circle one)

# **Scientific Argumentation and Evaluation Routine Implementation Checklist**

**Cue:** The teacher…

named the Scientific Argumentation and Evaluation Guide.

explained how it will help students learn important ideas.

handed out blank guides.

explained expectations for notetaking and participation.

Note: Score points only if the teacher writes each item on a Guide that is visible to the students.

# **Do:** The Teacher

**Step 1:**

Announced/elicited the Claim.

Announced/elicited the Qualifier.

**Step 2:**

Elicited evidence and guided paraphrase of

Guided paraphrase of evidence statements.

**Step 3:**

Guided identification of types of evidence.

Cued abbreviations for types of evidence.

**Step 4:**

Guided evaluation of the quality of evidence

Guided explanations of the quality of evidence

**Step 5:**

The teacher…

Elicited/guided chain of reasoning name.

Guided clear statement of the chain of reasoning

**Step 6:**

Guided identification of type of reasoning

Cued abbreviations for types of reasoning.

**Step 7:**

Guided evaluation of chain of reasoning

Scaffolded how to include all parts (how the reasoning allowed evidence to support the claim)

**Step 8:**

Guided identification counterarguments or rebuttals

Allowed exploration of new questions

**Step 9:**

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

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.