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

Teacher: _____   Coach: _____
School: _____   Subject: _____
Date: _____   Topic: _____

Full Session _____ or Partial Session _____   Length of Session _____

OVERALL
the teacher…

Ensured all students were writing on their guides   Comments:
Kept a lively pace
Involved a large majority of students

CUE
the teacher…

Named the Scientific Argumentation and   Comments:
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

DO STEP 1: Consider a claim and its qualifiers
the teacher…

Announced/elicited the claim   Comments:
Announced/elicited the qualifier

DO STEP 2: List evidence
the teacher…

Elicited evidence and guided paraphrase of   Comments:
Guided paraphrase of evidence statements

DO STEP 3: Identify type of evidence
the teacher…

Guided identification of types of evidence   Comments:
Cued abbreviations for types of evidence

DO STEP 4: Evaluate quality of evidence
the teacher…

Guided evaluation of the quality of evidence   Comments:
Guided explanations of the quality of evidence

SIM
Strategic Instruction Model®

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
Allowed exploration of new questions

Comments:

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

Comments:

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: