

Evidence Checklist *Core Practice: Collect, Make Sense of, and Respond to Evidence of Student Learning*

When accomplished STEM teachers **check for understanding in multiple, strategic forms** they may do one or more of the following:

___ Provide consistent, diverse opportunities for students to provide, justify, confirm, or revise conclusions (T117)
___ Ask a variety of students to share ideas, when appropriate (T1) ★
___ Ask many “why?” questions that require justification or elaboration (T2)
___ Ask open-ended questions of all students (T4)
___ Ask probing questions and follow-up questions of all students (T5)*
___ Ask questions they don't know the students' answer to (e.g., “how do you know your answer is right?”) (T10)*
___ Move among and interact with small groups in order to make sense of how students' ideas are developing (T13) ★
___ Consistently clarify and expand on student thinking (T93)
___ Ensure all students have multiple opportunities to share, critique, and revise ideas (T111) ★*
___ Provide consistent, diverse opportunities for students to consider the reasonableness of their explanations (T114)
___ Provide consistent, diverse opportunities for students to process information in multiple formats (T116)
___ Provide consistent, diverse opportunities to offer evidence-based explanations (T118)
___ Support students articulating what they understand and/or showing what they can do (T128)
___ Assess students’ understanding in multiple formats (verbally, in writing, publicly, non-verbally) during lesson (T14)
___ Check for other students’ understandings of a presented and/or recorded idea (T15)
___ Ask students to synthesize ideas (T105)

In these classrooms we expect to see a diverse range of students...

___ Asking questions of the teacher and other students to clarify their own thinking (S11) ★ Δ
___ Being willing to put ideas on the table regardless of whether they are correct or fleshed-out (S62) ★ Δ*
___ Continuing to try when faced with a roadblock or dilemma (S64) Δ
___ Reflecting on and reporting about their learning with respect to valued goals (S54)

Evidence Checklist	Core Practice: <i>Plan for Engagement with Important STEM Ideas</i>
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When accomplished STEM teachers **check for understanding in multiple, strategic forms** they may do one or more of the following:

ALWAYS		STRATEGICALLY	
<i>More Straightforward:</i>	<i>More Challenging:</i>	<i>More Straightforward:</i>	<i>More Challenging:</i>
___ Ask students to synthesize ideas (T105) ___ Ask many “why?” questions that require justification or elaboration (T2) ___ Ask probing questions and follow-up questions of all students (T5)* ___ Assess students’ understanding in multiple formats (verbally, in writing, publicly, non-verbally) during lesson (T14)	___ Ask questions they don't know the students' answer to (e.g., “how do you know your answer is right?”) (T10)* ___ Provide consistent, diverse opportunities for students to process information in multiple formats (T116) ___ Ensure all students have multiple opportunities to share, critique, and revise ideas (T111) ⚡* ___ Support students articulating what they understand and/or showing what they can do (T128) ___ Consistently clarify and expand on student thinking (T93) ___ Check for other students’ understandings of a presented and/or recorded idea (T15)	___ Ask a variety of students to share ideas, when appropriate (T1) ⚡ ___ Ask open-ended questions of all students (T4) ___ Move among and interact with small groups in order to make sense of how students' ideas are developing (T13) ⚡	___ Provide consistent, diverse opportunities for students to provide, justify, confirm, or revise conclusions (T117) ___ Provide consistent, diverse opportunities for students to consider the reasonableness of their explanations (T114) ___ Provide consistent, diverse opportunities to offer evidence-based explanations (T118)

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___ Reflecting on and reporting about their learning with respect to valued goals (S54)