

When accomplished STEM teachers  
**offer detailed, reliable explanations**  
 they may do one or more of the following:

<input type="checkbox"/> Model what a “good” justification, evaluation, or revision of a model, argument, or idea looks/sounds like (T39) ⚡
<input type="checkbox"/> Model what constitutes an evidence-based explanation in STEM disciplines (T40)
<input type="checkbox"/> Demonstrate and reinforce the use of shared knowledge and terms (e.g., ground a discussion in shared knowledge and terms) (T44)
<input type="checkbox"/> Explicitly emphasize and value conceptual understanding and reasoning (T46)
<input type="checkbox"/> Provide scientific or mathematical expertise, background, or vocabulary only when no other student can do so (T81) Δ
<input type="checkbox"/> Create and protect space for students to construct and/or reconstruct their own understandings (T108) Δ
<input type="checkbox"/> Provide ample think time (T101)
<input type="checkbox"/> Provide consistent, diverse opportunities for students to draw conclusions (T115) Δ

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

<input type="checkbox"/> Analyzing and interpreting data effectively (S1)
<input type="checkbox"/> Communicating information clearly (S2)
<input type="checkbox"/> Making and defending all evaluative claims with mathematical or scientific evidence (S6) ⚡
<input type="checkbox"/> Restating others' ideas in their own words (S57)



<b>Evidence Checklist</b>	<b>Core Practice: <i>Plan for Engagement with Important STEM Ideas</i></b>
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When accomplished STEM teachers **offer detailed, relatable explanations** they may do one or more of the following:

<b>ALWAYS</b>	<b>STRATEGICALLY</b>	
	<i>More Straightforward:</i>	<i>More Challenging:</i>
___ Provide ample think time (T101) ___ Provide scientific or mathematical expertise, background, or vocabulary only when no other student can do so (T81) Δ	___ Model what constitutes an evidence-based explanation in STEM disciplines (T40) ___ Model what a “good” justification, evaluation, or revision of a model, argument, or idea looks/sounds like (T39) ☆ ___ Explicitly emphasize and value conceptual understanding and reasoning (T46) ___ Demonstrate and reinforce the use of shared knowledge and terms (e.g., ground a discussion in shared knowledge and terms) (T44)	___ Create and protect space for students to construct and/or reconstruct their own understandings (T108) Δ ___ Provide consistent, diverse opportunities for students to draw conclusions (T115) Δ

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___ Analyzing and interpreting data effectively (S1)
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___ Restating others' ideas in their own words (S57)