___ Naming or trying to name things they understand and do not understand (S52) ✪ Δ *

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

When accomplished STEM teachers
provide targeted oral and written feedback
they may do one or more of the following:

___ Clearly know critical information about all groups' progress and thinking (T21) ✪
___ Consistently gather information about the nature and content of small group work (T16)
___ Explicitly encourage movement/development along a trajectory of mastery for a particular concept (T49)
___ Pause classroom work to name instances in which valued norms are being upheld appropriately (T71) Δ*
___ Pause discussions to name instances in which valued norms are being upheld appropriately (T72)
___ Pause small group work to name instances in which valued norms are being upheld appropriately (T73)
___ Provide digital, written and/or oral feedback after public sharing (T17) Δ
___ Track student contributions (T18)
___ Use errors and misconceptions as formative assessment (T19)
___ Name instances in which one or more students reached a new understanding or a-ha by persevering (T59)
___ Provide group-specific feedback on the quality, nature, and/or structure of group work (T74)
___ Provide individual feedback to students on the ways they articulate their thinking and press on the thinking of others (T62) Δ
___ Provide individual feedback to students on the ways they participate (or not) in small group work (T63)
___ Provide individual feedback to students on the ways they participate (or not) in whole class discussions (T64)
___ Provide individual feedback to students on their engagement in an organizational routine or activity structure (T65)
___ Provide whole-group feedback on the quality, nature, and/or structure of a discussion (T67)
___ Record and share observational evidence of student interactions, productivity, thinking, and learning (T75) Δ
___ Reflect with students on the use of a particular organizational routine or activity structure (T76)

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

___ Analyzing the effectiveness of a strategy or process and adapting it when necessary (S19)
___ Building more complete/accurate understandings from current understandings (S22)
___ Continuing to try when faced with a roadblock or dilemma (S64) Δ
___ Monitoring and evaluating their progress toward a specific goal and changing course as necessary (S50)
___ Naming or trying to name things they understand and do not understand (S52) ✪ Δ *
___ Reflecting on and reporting about their learning with respect to valued goals (S54)
___ Use feedback about their thinking and progress to revise their ideas and understandings (S61) ✪

Evidence Checklist	Core Practice: *Plan for Engagement with Important STEM Ideas*

When accomplished STEM teachers
provide targeted oral and written feedback
they may do one or more of the following:

ALWAYS	STRATEGICALLY	
	More Straightforward:	*More Challenging:*
___ Use errors and misconceptions as formative assessment (T19)	___ Track student contributions (T18) ___ Pause classroom work to name instances in which valued norms are being upheld appropriately (T71) Δ* ___ Pause discussions to name instances in which valued norms are being upheld appropriately (T72) ___ Pause small group work to name instances in which valued norms are being upheld appropriately (T73) ___ Name instances in which one or more students reached a new understanding or a-ha by persevering (T59) ___ Provide digital, written and/or oral feedback after public sharing (T17) Δ ___ Provide individual feedback to students on the ways they articulate their thinking and press on the thinking of others (T62) Δ ___ Provide individual feedback to students on their engagement in an organizational routine or activity structure (T65) ___ Provide individual feedback to students on the ways they participate (or not) in whole class discussions (T64) ___ Provide individual feedback to students on the ways they participate (or not) in small group work (T63) ___ Provide whole-group feedback on the quality, nature, and/or structure of a discussion (T67) ___ Provide group-specific feedback on the quality, nature, and/or structure of group work (T74) ___ Reflect with students on the use of a particular organizational routine or activity structure (T76)	___ Consistently gather information about the nature and content of small group work (T16) ___ Clearly know critical information about all groups' progress and thinking (T21) ✪ ___ Explicitly encourage movement/development along a trajectory of mastery for a particular concept (T49) ___ Record and share observational evidence of student interactions, productivity, thinking, and learning (T75) Δ

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

___ Analyzing the effectiveness of a strategy or process and adapting it when necessary (S19)
___ Building more complete/accurate understandings from current understandings (S22)
___ Continuing to try when faced with a roadblock or dilemma (S64) Δ
___ Monitoring and evaluating their progress toward a specific goal and changing course as necessary (S50)
___ Naming or trying to name things they understand and do not understand (S52) ✪ Δ *
___ Reflecting on and reporting about their learning with respect to valued goals (S54)
___ Use feedback about their thinking and progress to revise their ideas and understandings (S61) ✪