

Concept Comparison Device Checklist

Teacher C Erwin
School: _____
Date 1/30/19

Observer _____
Subject: Writing / Arctic Animals



Directions: Place a 2 if evidence and technically sound, a 1 if evidence, but not technically sound, and a 0 if no evidence next to each item.

Concepts*

p. 6 in Concept Comparison guidebook

- 2 represent distinct categories or classes of persons, things, events, or objects;
- 2 represent critical concepts required for foundational understandings in the course;
- 2 represents abstract or complex concepts;
- 2 are likely to be assessed in unit, course, or state assessments.

*NOTE: Some have found the Concept Comparison Table useful for comparing complex examples as well as concepts. In this case, the concept class to which the examples belong is the Overall Concept.

Overall Concept

p. 6 in Concept Comparison guidebook

- 2 represents the name of a larger group that contains the targeted concept in a word or short phrase;
- 2 provides a meaningful description of the overall category rather than a repetition of the concept name or a characteristic;
- 2 provides students with one component of a good definition, that is, "Democracies and autocracies (targeted concepts) are *forms of government* (overall concept) that ..."

Characteristics of Each Concept

pp. 6-7 & 10 in Concept Comparison guidebook

- 2 are distinguishing traits or attributes that are always present in each concept;
- 2 are listed in an order so that the characteristics of the other concept(s) are parallel;
- 2 pairs or groups of characteristics are clearly related, allowing efficient naming the categories of alike and different.

Like Characteristics

pp. 7-8 & 10 in Concept Comparison guidebook

- 2 are the qualities or attributes that all the concepts have in common;
- 2 include the most important likenesses that are always present in each concept.

Like Categories

pp. 8 & 10 in Concept Comparison guidebook

- 2 are the larger groups or classes to which the Like Characteristics belong;
- 2 summarize how the concepts are similar and how they belong to the larger category;
- 2 are named with a clear word or short phrase.

Unlike Characteristics

pp. 8 & 11 in Concept Comparison guidebook

- 2 are the important qualities or attributes that the concepts do not share;
- 2 include those that are different between or among concepts, but are always present in each individual concept.

Unlike Categories

pp. 8 & 11 in Concept Comparison guidebook

- 2 are the larger groups or classes to which the Unlike Characteristics belong;
- 2 summarize how the concepts are different, but still belong to the same category;
- 2 are named with a clear word or short phrase.



Summary

pp. 8 & 11 in Concept Comparison guidebook

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is a sentence show allowing students to show their understanding of the similarities and differences between the concepts with the a) names of targeted concepts, (b) name of the overall concept, and (c) any of the following that the teacher assigns:

(c1) how the concepts are alike or different in terms of *categories* OR

(c2) how the concepts are alike or different in terms of *characteristics*; OR

(c3) how the concepts are alike or different in terms of **both** *characteristics and categories*.

Comments