

## Concept Comparison Routine Implementation Checklist

Teacher Vogtsberger  
School: \_\_\_\_\_  
Date \_\_\_\_\_

Observer \_\_\_\_\_  
Subject: \_\_\_\_\_

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.

### Cue

- 2 Named the Comparison Table and/or Comparison Routine
- 2 Explained or elicited (from most, some, one) how it will help students learn important content
- 2 Handed out blank or partially completed comparison table
- 2 Explained expectations for notetaking and participation

### Do

#### Step 1- Communicate targeted concepts

The teacher...

- 2 Announced the first concept
- 2 Wrote it in Section 1
- 2 Announced the second concept
- 2 Wrote it in Section 1

#### Step 2- Obtain the Overall Concept

The teacher...

- 2 Named the overall concept or asked students to name it (from most, some, one)
- 2 Wrote it in Section 2

#### Step 3- Make lists of known characteristics

The teacher...

- 2 Elicited a list of known characteristics for first concept (from most, some, one)
- 2 Wrote them in Section 3
- 2 Elicited parallel list of known characteristics for second concept (from most, some, one)
- 2 Wrote them in Section 3 next to the parallel characteristics for the first concept

#### Step 4- Pin down like characteristics

The teacher...

- 2 Elicited shared Like Characteristics for the two concepts (from most, some, one)
- 2 Wrote them in Section 4

#### Step 5- Assemble like categories

The teacher...

- 2 Elicited names of larger categories to which the Like Characteristics belong (most, some, one)

#### Step 5 Continued

- 2 Discussed categories to ensure names are different from the Like Characteristic names
- 2 Wrote names of categories in Section 5

#### Step 6-Record unlike characteristics

The teacher...

- 2 Elicited names of characteristics not shared by the two concepts (from most, some, one)
- 2 Wrote them in Section 6

#### Step 7- Identify unlike categories

The teacher...

- 2 Elicited names of larger categories to which the Unlike Characteristics belong (most, some, one)
- 2 Discussed categories to ensure names are different from the Unlike Characteristic names
- 2 Wrote the information in Section 7

#### Step 8- Nail down a summary

The teacher...

- 2 Wrote first sentence containing the concepts and the overall concepts

- 2 Elicited sentences that summarized the similarities (most, some, one)
- 2 Elicited sentences that summarized the differences (most, some, one)
- 2 Wrote the summary sentences in Section 8

The teacher...

- 2 Gave a "challenge" assignment
- 2 Wrote the assignment in Section 9

### Step 9-Go beyond the basics

#### Review

- 2 Elicited answers to questions related to the characteristics and categories of the concepts (most, some, one)
- 2 Elicited answers to questions related to summary understanding of the concepts (most, some, one)
- 2 Elicited answers to questions that prompted the students to reflect about and review the process of comparing one concept to another (most, some, one)
- 2 Elicited answers to questions that prompt students to consider how comparing and contrasting concepts is a helpful learning tool in a variety of areas (most, some, one)

#### Comments