

# Concept Attainment Checklist

## INSTRUCTIONAL STRATEGIES

### INSERT F FOR STEP 1

## Introduction

The purpose of this segment is to explain the process which will be used to identify positive and negative examples of a concept. Behaviors to look for:

- ☐ Teacher explains to students that they will be shown positive and negative examples of an undisclosed concept.
- ☐ Teacher asks students to develop a hypothesis by comparing and contrasting the positive and negative examples of the concept.
- ☐ Teacher clarifies that students are to form hypotheses based on information provided, not to think of the activity as a guessing game.

## Teach/Practice

During this segment, the teacher presents and identifies several pairs of positive and negative examples. Students compare the attributes in the positive and negative examples. This process continues until most students have a hypothesis about the underlying concept involved. Students state a hypothesis and test it on unlabeled examples. Teacher confirms hypotheses, names the concept and restates the definition. Students generate additional examples. Behaviors to look for:

- ☐ The teacher's examples are clear and large enough for the entire class to see.
- ☐ The teacher directs students to compare positive examples for similarities.
- ☐ Teacher directs students to contrast negative examples with positive ones for differences.
- ☐ Teacher continues this process until most students have an hypothesis.
- ☐ Teacher cues or presents additional data to encourage students to continue thinking as needed.
- ☐ Teacher records attributes and/or hypotheses as they are offered.
- ☐ Teacher provides unlabeled examples for students to test hypotheses, and motivates them to generate examples of their own.
- ☐ Teacher or students confirm correct hypotheses or redirect thinking.

## Conclusion

This segment gives students the opportunity to understand the thinking strategies that they and others used to attain the concept. Behaviors to look for:

- ☐ Teacher encourages analysis of thinking with questions such as "When did you first have a possible hypothesis? What made you think so? What did you think when you saw the counterexample?"
- ☐ Teacher records "tips" or thinking strategies as they are uncovered.

## Information Processing Family includes:

### Concept Attainment Inquiry

- GOAL: Critical Thinking  
Focuses on development of decision-making, reasoning and problem-solving.
- TEACHER BEHAVIORS:  
Intellectual Challenge and Inquiry.
- LEARNER BEHAVIORS:  
Seeing relationships, searching out evidence, establishing proof, identifying main ideas, testing validity, detecting discrepancies.

## Concept Attainment includes:

### Introduction

- Explanation of purpose and procedures

### Teach/Practice

- Teacher presents positive and negative examples
- Students generate and test hypothesis
- Students confirm or challenge hypothesis, generate rules and examples, verbalize and/or diagram concept.

### Conclusion

- Analyze thinking.

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