

PETS™

List names of students as each behavior appears.

Add checkmarks after name if behavior is repeated.

Use a different color of ink or pencil for each whole group lesson.

Teacher _____
Grade _____

Behavioral Checklist

Detective Thinking

(deductive logic/convergent thinking)

Dates of whole group instruction:
1. _____
2. _____

GRASPS CONCEPTS QUICKLY

SEES INTERRELATIONSHIP OF CLUES;
PUTS CLUES TOGETHER; USES ONE CLUE
TO DETERMINE ANOTHER

**DRAWS RELATIONSHIPS BETWEEN
LESSON & OUTSIDE INFORMATION TO
HELP DETERMINE CONCLUSIONS**

DEFERS JUDGMENT; CONSIDERS ALL
INFORMATION BEFORE COMING TO A
CONCLUSION

**SEES ANSWERS INTUITIVELY WITHOUT
INTERMEDIATE STEPS**

IS TENACIOUS IN APPROACH; WORKS
DILIGENTLY TO THE END

RETAINS INFORMATION FROM PREVIOUS
LESSONS

PETS™ CLASSWORK INDICATES AN
OUTSTANDING ABILITY TO USE THIS
THINKING SKILL

I see these behaviors in these students regularly during class time as well:

These students did not stand out during the PETS™ lessons, but I see these behaviors during regular class time:

Notes:

DIAGNOSTIC NOTES • DETECTIVE THINKING

<p>GRASPS CONCEPTS QUICKLY</p> <ul style="list-style-type: none"> ◆ <i>applies the process of elimination</i> ◆ <i>first to figure out correct answers</i> 	<p>SEES INTERRELATIONSHIP OF CLUES; PUTS CLUES TOGETHER; USES ONE CLUE TO DETERMINE ANOTHER</p> <ul style="list-style-type: none"> ◆ <i>combines information from various clues to determine the correct solution</i> 	
<p>DRAWS RELATIONSHIPS BETWEEN LESSON & OUTSIDE INFORMATION TO HELP DETERMINE CONCLUSIONS</p> <ul style="list-style-type: none"> ◆ <i>uses knowledge from outside class effectively as clues</i> 	<p>DEFERS JUDGMENT; CONSIDERS ALL INFORMATION BEFORE COMING TO A CONCLUSION</p> <ul style="list-style-type: none"> ◆ <i>waits until enough information is gathered to work out the right answer</i> ◆ <i>avoids guessing impulsively</i> 	
<p>SEES ANSWERS INTUITIVELY WITHOUT INTERMEDIATE STEPS</p> <ul style="list-style-type: none"> ◆ <i>arrives at correct answer without seeming to use intermediate steps</i> ◆ <i>not an impulsive guesser</i> 	<p>IS TENACIOUS IN APPROACH; WORKS DILIGENTLY TO THE END</p> <ul style="list-style-type: none"> ◆ <i>works diligently to conclusion</i> ◆ <i>will NOT give up</i> 	
<p>RETAINS INFORMATION FROM PREVIOUS LESSONS</p> <ul style="list-style-type: none"> ◆ <i>shares knowledge accurately during review</i> ◆ <i>applies knowledge during activities</i> 	<p>PETS™ CLASSWORK INDICATES AN OUTSTANDING ABILITY TO USE THIS THINKING SKILL</p> <ul style="list-style-type: none"> ◆ <i>seatwork and/or challenge papers are exceptionally well done</i> 	
<p>I see these behaviors in these students regularly during class time as well:</p> <ul style="list-style-type: none"> ◆ <i>normally great convergent thinkers</i> 	<p>These students did not stand out during the PETS™ lessons, but I see these behaviors during regular class time:</p> <ul style="list-style-type: none"> ◆ <i>normally great convergent thinkers who "hid out" during the PETS™ lesson</i> 	<p>Notes:</p> <ul style="list-style-type: none"> ◆ <i>absentees</i> ◆ <i>new students</i>

- ◆ *be generous — more inclusive than exclusive*
- ◆ *names can go in more than one box per answer*
- ◆ *be sure to add ✓s after names for multiple answers*
- ◆ *be sure to use different colors for each whole group lessor*