

Evaluative Thinking Observational Checklist

Date:	Number of people in group observed:
Event/Meeting:	Name of observer:

- As you observe a meeting or other event, scan up and down this checklist as needed to **check the appropriate box** that corresponds with **the frequency and quality with which the group demonstrates the indicator** described in the item.
- This tool can be used to observe and collect data **on a group as a whole**, or **on an individual**.
 - While the unit of observation of this tool is the individual, the tool is intended for use when observing a group (e.g., a workshop or staff meeting). When observing a group, check the appropriate box that best represents the behaviors of the group as a collective whole.
 - When observing a group, if one or two individuals dominate the conversation and thus affect your ratings, please mention that in the notes section.
- **Take additional observational notes as needed**—these notes can help you decide what box to check and can support your decision during subsequent analysis.

1. Poses questions about claims and assumptions.							
Frequency:	Very Frequently <input type="checkbox"/>	Frequently <input type="checkbox"/>	Occasion-ally <input type="checkbox"/>	Rarely <input type="checkbox"/>	Very Rarely <input type="checkbox"/>	Never <input type="checkbox"/>	Notes:
Quality:	Very Good <input type="checkbox"/>	Good <input type="checkbox"/>	Fair <input type="checkbox"/>	Poor <input type="checkbox"/>	Bad <input type="checkbox"/>	Very Bad <input type="checkbox"/>	
2. Reflects on self-generated claims and assumptions.							
Frequency:	Very Frequently <input type="checkbox"/>	Frequently <input type="checkbox"/>	Occasion-ally <input type="checkbox"/>	Rarely <input type="checkbox"/>	Very Rarely <input type="checkbox"/>	Never <input type="checkbox"/>	Notes:
Quality:	Very Good <input type="checkbox"/>	Good <input type="checkbox"/>	Fair <input type="checkbox"/>	Poor <input type="checkbox"/>	Bad <input type="checkbox"/>	Very Bad <input type="checkbox"/>	
3. Describes logic/thinking to colleagues.							
Frequency:	Very Frequently <input type="checkbox"/>	Frequently <input type="checkbox"/>	Occasion-ally <input type="checkbox"/>	Rarely <input type="checkbox"/>	Very Rarely <input type="checkbox"/>	Never <input type="checkbox"/>	Notes:
Quality:	Very Good <input type="checkbox"/>	Good <input type="checkbox"/>	Fair <input type="checkbox"/>	Poor <input type="checkbox"/>	Bad <input type="checkbox"/>	Very Bad <input type="checkbox"/>	
4. Illustrates thinking with models or other diagrams.							
Frequency:	Very Frequently <input type="checkbox"/>	Frequently <input type="checkbox"/>	Occasion-ally <input type="checkbox"/>	Rarely <input type="checkbox"/>	Very Rarely <input type="checkbox"/>	Never <input type="checkbox"/>	Notes:
Quality:	Very Good <input type="checkbox"/>	Good <input type="checkbox"/>	Fair <input type="checkbox"/>	Poor <input type="checkbox"/>	Bad <input type="checkbox"/>	Very Bad <input type="checkbox"/>	

5. Seeks evidence for claims and hypotheses.							Notes:
Frequency:	Very Frequently <input type="checkbox"/>	Frequently <input type="checkbox"/>	Occasion-ally <input type="checkbox"/>	Rarely <input type="checkbox"/>	Very Rarely <input type="checkbox"/>	Never <input type="checkbox"/>	
Quality:	Very Good <input type="checkbox"/>	Good <input type="checkbox"/>	Fair <input type="checkbox"/>	Poor <input type="checkbox"/>	Bad <input type="checkbox"/>	Very Bad <input type="checkbox"/>	
6. Articulates the relationship between proposed evaluation strategies and intended claims.							Notes:
Frequency:	Very Frequently <input type="checkbox"/>	Frequently <input type="checkbox"/>	Occasion-ally <input type="checkbox"/>	Rarely <input type="checkbox"/>	Very Rarely <input type="checkbox"/>	Never <input type="checkbox"/>	
Quality:	Very Good <input type="checkbox"/>	Good <input type="checkbox"/>	Fair <input type="checkbox"/>	Poor <input type="checkbox"/>	Bad <input type="checkbox"/>	Very Bad <input type="checkbox"/>	
7. Suggests alternative methods for validating claims.							Notes:
Frequency:	Very Frequently <input type="checkbox"/>	Frequently <input type="checkbox"/>	Occasion-ally <input type="checkbox"/>	Rarely <input type="checkbox"/>	Very Rarely <input type="checkbox"/>	Never <input type="checkbox"/>	
Quality:	Very Good <input type="checkbox"/>	Good <input type="checkbox"/>	Fair <input type="checkbox"/>	Poor <input type="checkbox"/>	Bad <input type="checkbox"/>	Very Bad <input type="checkbox"/>	
8. Demonstrates flexibility and a willingness to improvise in pursuit of understanding.							Notes:
Frequency:	Very Frequently <input type="checkbox"/>	Frequently <input type="checkbox"/>	Occasion-ally <input type="checkbox"/>	Rarely <input type="checkbox"/>	Very Rarely <input type="checkbox"/>	Never <input type="checkbox"/>	
Quality:	Very Good <input type="checkbox"/>	Good <input type="checkbox"/>	Fair <input type="checkbox"/>	Poor <input type="checkbox"/>	Bad <input type="checkbox"/>	Very Bad <input type="checkbox"/>	
9. Demonstrates a belief that evaluation is a valuable endeavor.							Notes:
Frequency:	Very Frequently <input type="checkbox"/>	Frequently <input type="checkbox"/>	Occasion-ally <input type="checkbox"/>	Rarely <input type="checkbox"/>	Very Rarely <input type="checkbox"/>	Never <input type="checkbox"/>	
Quality:	Very Good <input type="checkbox"/>	Good <input type="checkbox"/>	Fair <input type="checkbox"/>	Poor <input type="checkbox"/>	Bad <input type="checkbox"/>	Very Bad <input type="checkbox"/>	
10. Engages enthusiastically in evaluative activities.							Notes:
Frequency:	Very Frequently <input type="checkbox"/>	Frequently <input type="checkbox"/>	Occasion-ally <input type="checkbox"/>	Rarely <input type="checkbox"/>	Very Rarely <input type="checkbox"/>	Never <input type="checkbox"/>	
Quality:	Very Good <input type="checkbox"/>	Good <input type="checkbox"/>	Fair <input type="checkbox"/>	Poor <input type="checkbox"/>	Bad <input type="checkbox"/>	Very Bad <input type="checkbox"/>	