Observe reasoning, not speed

Seven formative indicators • Not a validated measurement instrument.

0 = not demonstrated despite opportunity; 1 = substantial support; 2 = brief prompt; 3 = independently; N/O = no opportunity (do not score as zero). Record one code per behaviour; do not calculate a research score without validation.

Independent thinking

Attempts an explanation before seeking help.

Code: _____ Evidence / context: _____

Questioning

Asks a relevant question about the claim or its basis.

Code: _____ Evidence / context: _____

Source selection

Chooses a suitable source and explains why it is appropriate; AI is not assumed necessary.

Code: _____ Evidence / context: _____

Evidence seeking

Identifies or checks independent evidence relevant to the claim.

Code: _____ Evidence / context: _____

Stop, Ask, Check and Decide guide pupils as flexible prompts. The seven thinking competencies help teachers observe and nurture independent, evidence-informed thinking in any lesson. They are not seven additional steps.

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Reasoning

Connects evidence to a judgement in words, drawings or examples.

Code: _____ Evidence / context: _____

Belief revision

Maintains or revises a judgement for a reason, including after conflicting evidence.

Code: _____ Evidence / context: _____

Independent judgement

Explains a conclusion or defers it when evidence is insufficient, including in a non-AI task.

Code: _____ Evidence / context: _____

Transfer check (without AI)

Offer a new comparable task without AI. Record how the pupil selects a source, reasons and explains. Do not equate language proficiency, silence or speed with thinking ability.

Evaluation boundaries

Record support and opportunity. Do not infer cognitive surrender from a single answer. Formal research requires ethics approval, appropriate consent and assent, secure data handling, expert review and reliability/validity checks.