

TAKING STOCK-REFLECTION TOOL LE2

How did it go? Use the tables below to take stock of your implementation of the six

curriculum components in the Learning Experience.

1. BRAINSTORMING DISCUSSION					
Time Spent	too much			too little	
Student Engagement	high	moderate	low	mixed	
Level of Difficulty	too high	oo high just right		too low	
Notes, examples and next steps:					
2. CHALLENGE STATEMENT					
Time Spent	too much	right a	right amount		
Student Engagement	high	moderate	low	mixed	
Level of Difficulty	too high	just	right	too low	
3. ACTIVITIES				too little	
Time Spent	too much		right amount		
Student Engagement					
	high	moderate	low		
Level of Difficulty Notes, examples and next steps:	high too high	moderate just		too low	
Level of Difficulty Notes, examples and next steps: 4. READINGS		just i			
Level of Difficulty Notes, examples and next steps: 4. READINGS Time Spent	too high	just i	right	too low	
Level of Difficulty Notes, examples and next steps: 4. READINGS Time Spent Student Engagement Level of Difficulty	too high	just i right a	mount low	too low too little	
Level of Difficulty Notes, examples and next steps: 4. READINGS Time Spent Student Engagement Level of Difficulty Notes, examples and next steps: 5. ADDRESS THE CHALLENGE-POSTER DEVELOPMENT	too high	right a moderate just	mount low right	too low	
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More Detail on the Activities (component 3)

Use the table below to take stock of the activities component in more detail.

Evaluate the **Activities** aspects as *high, moderate, or low* in frequency.

3. ACTIVITIES			
Students:	high	moderate	low
discussed nucleotides as a code			
used models to explore cellular mechanisms			
made connections between models and concepts			
analyzed change in nucleotide sequences			
constructed explanations to communicate relationships among transcription, translation, the nature of the genetic code & gene, protein and trait			
other			
Notes, examples and next steps:			

More Detail on the Discussions (components 1 and 6)

Use the tables below to take stock of the discussion components in more detail.

Evaluate the **Discussion** aspects as *often*, *moderate*, or *almost never in frequency*.

Students: participated and played a substantive role in directing the content of the discussions	often	то	derate		
				almost never	
alked to each other and shared their ideas					
contributed ideas, questions and opinions					
other					
5. POSTER PRESENTATIONS-PEER CRITIQUE					
Students:		ten moder		ate	almost never
dentified the important points in transcription and translation					
explained relationships among genes, DNA, RNA, proteins and traits					
contributed ideas, questions and opinions respectfully					
other					
Notes, examples and next steps:					