

## 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	<i>too much</i>	<i>right amount</i>	<i>too little</i>	
Student Engagement	<i>high</i>	<i>moderate</i>	<i>low</i>	<i>mixed</i>
Level of Difficulty	<i>too high</i>	<i>just right</i>	<i>too low</i>	
Notes, examples and next steps:				
2. CHALLENGE STATEMENT				
Time Spent	<i>too much</i>	<i>right amount</i>	<i>too little</i>	
Student Engagement	<i>high</i>	<i>moderate</i>	<i>low</i>	<i>mixed</i>
Level of Difficulty	<i>too high</i>	<i>just right</i>	<i>too low</i>	
Notes, examples and next steps:				
3. ACTIVITIES				
Time Spent	<i>too much</i>	<i>right amount</i>	<i>too little</i>	
Student Engagement	<i>high</i>	<i>moderate</i>	<i>low</i>	<i>mixed</i>
Level of Difficulty	<i>too high</i>	<i>just right</i>	<i>too low</i>	
Notes, examples and next steps:				
4. READINGS				
Time Spent	<i>too much</i>	<i>right amount</i>	<i>too little</i>	
Student Engagement	<i>high</i>	<i>moderate</i>	<i>low</i>	<i>mixed</i>
Level of Difficulty	<i>too high</i>	<i>just right</i>	<i>too low</i>	
Notes, examples and next steps:				
5. ADDRESS THE CHALLENGE-POSTER DEVELOPMENT				
Time Spent	<i>too much</i>	<i>right amount</i>	<i>too little</i>	
Student Engagement	<i>high</i>	<i>moderate</i>	<i>low</i>	<i>mixed</i>
Level of Difficulty	<i>too high</i>	<i>just right</i>	<i>too low</i>	
Notes, examples and next steps:				
6. POSTER PRESENTATIONS AND CRITIQUE				
Time Spent	<i>too much</i>	<i>right amount</i>	<i>too little</i>	
Student Engagement	<i>high</i>	<i>moderate</i>	<i>low</i>	<i>mixed</i>
Level of Difficulty	<i>too high</i>	<i>just right</i>	<i>too low</i>	
Notes, examples and next steps:				

### 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			
<i>Students:</i>	<i>high</i>	<i>moderate</i>	<i>low</i>
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*.

1. BRAINSTORMING DISCUSSION			
<i>Students:</i>	<i>often</i>	<i>moderate</i>	<i>almost never</i>
participated and played a substantive role in directing the content of the discussions			
talked to each other and shared their ideas			
contributed ideas, questions and opinions			
other			
Notes, examples and next steps:			

  

6. POSTER PRESENTATIONS-PEER CRITIQUE			
<i>Students:</i>	<i>often</i>	<i>moderate</i>	<i>almost never</i>
Identified 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:			