

# TAKING STOCK–REFLECTION TOOL LE 3

**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				
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. SENSE-MAKING 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:				

## 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 the experimental design			
used models to explore concepts			
made connections between models and concepts			
analyzed data			
made arguments from data			
constructed explanations from data			
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. SENSE-MAKING 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:			