

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.

=	T			
Time Spent	too much			too little
Student Engagement	high	moderate	low	mixed
Level of Difficulty	too high	just	right	too low
Notes, examples and next steps:				
2. CHALLENGE STATEMENT	1 . ,		. 1	
Time Spent	too much		I	too little
Student Engagement	high	moderate	low	mixed
Level of Difficulty	too high	just	right	too low
Notes, examples and next steps:				
3. ACTIVITIES				
Time Spent	too much	right a	mount	too little
Student Engagement			low	mixed
0 0	high	moderate	IOW	777776
Level of Difficulty	too high			too low
Level of Difficulty Notes, examples and next steps:				
Level of Difficulty				
Level of Difficulty Notes, examples and next steps:				
Level of Difficulty Notes, examples and next steps: 4. READINGS	too high	just i	right	too low
Level of Difficulty Notes, examples and next steps: 4. READINGS Time Spent	too high	just i	mount	too low
Level of Difficulty Notes, examples and next steps: 4. READINGS Time Spent Student Engagement	too high too much	just i	mount low	too low too little mixed
Level of Difficulty Notes, examples and next steps: 4. READINGS Time Spent Student Engagement Level of Difficulty	too high	just i	mount low	too low
Level of Difficulty Notes, examples and next steps: 4. READINGS Time Spent Student Engagement	too high too much	just i	mount low	too low too little mixed
Level of Difficulty Notes, examples and next steps: 4. READINGS Time Spent Student Engagement Level of Difficulty	too high too much	just i	mount low	too low too little mixed
Level of Difficulty Notes, examples and next steps: 4. READINGS Time Spent Student Engagement Level of Difficulty Notes, examples and next steps:	too high too much	just i	mount low	too low too little mixed
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	too much high too high	right a	mount low	too low too little mixed too low
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 Time Spent	too high too much high too high	right a moderate just a	mount low right	too little mixed 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 Time Spent Student Engagement	too high too much high too high too much high	right a moderate just a right a right a moderate	mount low right mount low	too little mixed too little too little mixed mixed
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 Time Spent Student Engagement Level of Difficulty	too high too much high too high	right a moderate just a right a right a moderate	mount low right mount low	too little mixed 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 Time Spent Student Engagement	too high too much high too high too much high	right a moderate just a right a right a moderate	mount low right mount low	too little mixed too little too little mixed mixed
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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 Time Spent Student Engagement Level of Difficulty	too high too much high too high too much high	right a moderate just a right a right a moderate	mount low right mount low	too little mixed too little too little mixed mixed
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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 Time Spent Student Engagement Level of Difficulty Notes, examples and next steps:	too high too much high too high too much high	right a moderate just a right a just a	mount low right low right	too little mixed too little too little mixed mixed
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 Time Spent Student Engagement Level of Difficulty Notes, examples and next steps:	too much high too high too much high too high too much high too high	right a moderate just a right a just a	mount low right low right	too low too little mixed too little mixed too low
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 Time Spent Student Engagement Level of Difficulty Notes, examples and next steps:	too much high too much high too much high too high too high	right a moderate just a right a just a right a right a right a	mount low right mount low right low right	too low too little mixed too low too little mixed too low too low





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 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				1
Students:	often	mo	oderate	almost never
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				
6. SENSE-MAKING DISCUSSION				
6. SENSE-MAKING DISCUSSION Students:	0,	ften	modera	almos never
	0,	ften	modera	ite
Students: participated and played a substantive role in directing the content of the	0,	ften	modera	ite
Students: participated and played a substantive role in directing the content of the discussions	0,	ften	modera	ite
Students: participated and played a substantive role in directing the content of the discussions talked to each other and shared their ideas	0,	ften	modera	ite