

# TAKING STOCK–REFLECTION TOOL LE 4

**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>
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>
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>
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>
Level of Difficulty	<i>too high</i>	<i>just right</i>	<i>too low</i>
Notes, examples and next steps:			
5. ADDRESS THE CHALLENGE - PRESENTATION 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>
Level of Difficulty	<i>too high</i>	<i>just right</i>	<i>too low</i>
Notes, examples and next steps:			
6. PRESENTATIONS			
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>
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>
<b>built models of chromosomes</b>			
<b>used models of chromosomes to understand duplication, compare different chromosomes, and explore how chromosomal errors could occur</b>			
<b>modeled meiosis, gamete and zygote formation</b>			
<b>analyzed karyotypes and explained chromosomal aberrations based on understanding of meiosis</b>			
<b>other</b>			
Notes, examples and next steps:			

### More Detail on the Discussions and Presentations (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>
<b>participated and played a substantive role in directing the content of the discussions</b>			
<b>talked to each other and shared their ideas</b>			
<b>contributed ideas, questions and opinions</b>			
<b>other</b>			
Notes, examples and next steps:			

  

6. CLASS PRESENTATIONS			
<i>Students:</i>	<i>often</i>	<i>moderate</i>	<i>almost never</i>
<b>described the structure and function of chromosomes</b>			
<b>provided an overview of gamete formation</b>			
<b>described karyotyping technology and its significance</b>			
<b>exhibited sensitivity to audience (imaginary audience=prospective parents)</b>			
<b>other</b>			
Notes, examples and next steps:			