



**ELEMENT IIC (8): Recording and
Representing Content in a CBE
Classroom**

ELEMENT IIIC (8): Recording and Representing Content in a CBE Classroom

What do I typically do to have students record and represent knowledge?

Design Area III: The teacher designs and executes instructional activities in real time and virtually that help students progress through the levels of specific proficiency scales.

Teacher Evidence

Behaviors

- I systematically engage students in activities that help them record and represent their thinking in linguistic and nonlinguistic ways.
- I systematically utilize strategies such as: informal outlines, summaries, pictorial notes, combination notes, graphic organizers, academic notebooks, free-flowing webs, dramatic enactments, mnemonic devices, rhyming peg words, or link strategies, etc.

Understandings

- I thoroughly understand the nature of recording and representing content in terms of enhancing students learning.
- I thoroughly understand the various ways I can use recording and representing in the classroom.

Student Evidence

Behaviors

- Students commonly produce summaries that include critical information.
- Students commonly produce nonlinguistic representations that include critical information.
- Students commonly remember the critical content from previous lessons.

Understandings

- Students can explain the nonlinguistic representations they create.
- Students remember the content which they have recorded and represented.

Self-Rating Protocol

Always begin with step A; see Teacher Evidence and Student Evidence for details.

Step	Score	Descriptor	Directions
C	4 Innovating	I identify students who are not experiencing the desired effects regarding recording and representing content and make adaptations to meet their specific needs.	If yes, score 4 If no, score 3
B	3 Applying	The majority of my students exhibit the necessary behaviors and understanding about recording and representing content.	If yes, go to step C If no, score 2
A	2 Developing	I systematically engage in critical strategies for recording and representing content and am well versed in how and why they work.	If yes, go to step B If no, go to step D
D	1 Beginning	I use some of the strategies for recording and representing content but am not sure I'm using them correctly.	If yes, score 1 If no, score 0
	0 Not Using	I do not use any of the strategies for recording and representing content.	

Self-Reflection Scale

	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
Recording and Representing Content	I engage in all behaviors at the Applying level. In addition, I identify those students who do not exhibit the desired effects and develop strategies and activities to meet their specific needs.	I engage students in activities that help them record and represent their thinking regarding new content AND the majority of students exhibit the desired effects.	I engage in activities that help them record and represent their thinking regarding new content without significant errors or omissions.	I engage students in activities that help them record and represent their thinking regarding new content but do so with errors or omissions such as not providing adequate guidance and support; encouraging students to record and represent their thinking in ways that are most comfortable for them; not modeling the different ways to record and represent their thinking, and not providing adequate time to record and represent their thinking.	I do not engage students in activities that help them record and represent their thinking regarding new content.