



**ELEMENT IVF (21): Elaborative
Inferences in a CBE Classroom**

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What do I typically do to help students elaborate on information?

Design Area IV: The teacher designs and executes instructional activities in real time and virtually that help students refresh, revise and integrate their knowledge of specific content.

Teacher Evidence

Behaviors

- I systematically ask students inferential questions.
- I systematically engage students in elaborative interrogation.
- I systematically use question sequences (i.e. detail questions, then category questions, then elaboration questions, then evidence questions).
- I systematically ask students to expand on their answers.

Understandings

- I thoroughly understand the nature and function of elaborative inferences.
- I thoroughly understand the various ways I can use elaborative inferences in the classroom.

Student Evidence

Behaviors

- Students commonly volunteer answers to inferential questions.
- Students commonly provide explanations for their answers.
- Students commonly ask questions that are inferential in nature.

Understandings

- Students describe my questions as challenging but helpful.
- Students can explain what an inferential question requires them to do.

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 of elaborating on information 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 elaborating on information.	If yes, go to step C If no, score 2
A	2 Developing	I systematically engage in critical strategies that help students elaborate on information 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 helping students elaborate on information 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 helping students elaborate on information.	

Self-Reflection Scale

	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
Elaborating on Information	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 to help them elaborate on information AND the majority of students exhibit the desired effects.	I engage students in activities to elaborate on information without significant errors or omissions.	I engage students in activities to elaborate on information but do so with errors or omissions such as not sequencing questions in such a way as to gradually increase the rigor of students' responses or not pushing students to expand on their answers.	I do not engage students in activities to help them elaborate on information.