



**Element IVc (11): Examining and Correcting Errors in a CBE Classroom**

## Element IVc (11): Teacher Evidence Chart

<p><i>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.</i></p>	
<p><i>Reflection Question: What do I typically do to require students to examine and correct errors in reasoning?</i></p>	
<p><i>Level 2 (Developing)- Teacher Evidence</i></p> <p><i>I systematically:</i></p> <ul style="list-style-type: none"> <li>• <i>engage students in identifying and correcting errors in their own reasoning or the overall logic of information presented to them</i></li> <li>• <i>have students identify and rectify specific types of errors in reasoning such as: faulty logic, errors of attack, errors of weak reference, errors of misinformation, and errors in logic</i></li> <li>• <i>ask students to examine support for claims, identify statistical limitations, or judge reasoning and evidence in an author's work</i></li> </ul> <p><i>I thoroughly understand:</i></p> <ul style="list-style-type: none"> <li>• <i>the nature of examining errors in terms of enhancing students' learning</i></li> <li>• <i>the various ways I can use examining errors in the classroom</i></li> </ul>	<p><i>Level 3 (Applying) or 4 (Innovating)- Student Evidence of Desired Effects</i></p> <p><i>My students commonly:</i></p> <ul style="list-style-type: none"> <li>• <i>actively identify and correct their own errors</i></li> <li>• <i>actively identify and analyze errors in the resources and materials they encounter</i></li> </ul> <p><i>My students:</i></p> <ul style="list-style-type: none"> <li>• <i>can describe and exemplify the different types of errors one might make</i></li> <li>• <i>can explain how examining errors increases their understanding of the content</i></li> </ul>

## Element IVc (11): Decision Making Protocol

<i>Examining and Correcting Errors in Reasoning in a CBE Classroom</i>		
	<i>If YES- Score Yourself 4.0</i>	<i>If NO- Score Yourself 3.0</i>
<i>Innovating (Score 4.0) STEP C</i>	<i>I identify students who are not experiencing the desired effects of examining and correcting errors in reasoning and make adaptations to meet their specific needs</i>	
	<i>If YES- Go to Step C</i>	<i>If NO- Score Yourself 2.0</i>
<i>Applying (Score 3.0) STEP B</i>	<i>The majority of my students exhibit the necessary behaviors and understanding about examining and correcting errors in reasoning</i>	
	<i>If YES - Go to Step B</i>	
<i>Developing (Score 2.0) STEP A</i>	<i>I systematically engage in critical strategies for examining and correcting errors in reasoning and am well versed in how and why they work</i>	
	<i>If NO- Go to Step D</i>	
<i>Beginning (Score 1.0) STEP D</i>	<i>I use some of the strategies for examining and correcting errors in reasoning but am not sure I'm using them correctly</i>	
	<i>If YES- Score Yourself 1.0</i>	<i>If NO- Score Yourself 0.0</i>
<i>Not Using (Score 0.0)</i>	<i>I do not use any of the strategies for examining and correcting errors in reasoning</i>	

### Element IVc (11): Self-Reflection Scale

	4 <i>Innovating</i>	3 <i>Applying</i>	2 <i>Developing</i>	1 <i>Beginning</i>	0 <i>Not Using</i>
<i>Examining Errors in Reasoning</i>	<i>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>	<i>Along with adequate guidance and support, I engage students in activities that help them examine and correct errors in reasoning AND the majority of students exhibit the desired effects.</i>	<i>I engage students in activities that help them examine and correct errors in reasoning without significant errors or omissions.</i>	<i>I engage students in activities that help them examine and correct errors in reasoning but do so with error or omissions like not explicitly teaching common types of errors in reasoning and providing practice in identifying such errors.</i>	<i>I do not engage students in activities that help them examine and correct errors in reasoning.</i>