



**Element IVf (21): Elaborative Inferences in a CBE Classroom**

## Element IVf (21): Teacher Evidence Chart

*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.*

*Reflection Question: What do I typically do to help students elaborate on information?*

### *Teacher Evidence for Level 2 (Developing)*

*I systematically:*

- *Ask students inferential questions*
- *Engage students in elaborative interrogation*
- *Use question sequences (i.e. detail questions, then category questions, then elaboration questions, then evidence questions)*
- *Ask students to expand on their answers*

*I thoroughly understand:*

- *The nature and function of elaborative inferences*
- *The various ways I can use elaborative inferences in the classroom*

### *Student Evidence for Level 3 (Applying) or 4 (Innovating)*

*My students commonly:*

- *Volunteer answers to inferential questions*
- *Provide explanations for their answers*
- *Ask questions that are inferential in nature*

*My students:*

- *Describe my questions as challenging but helpful*
- *Can explain what an inferential question requires them to do*

## Element IVf (21): Decision Making Protocol

<i>Elaborative Inferences 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 elaborating on information 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 elaborating on information</i>	
	<i>If YES- Go to Step B</i>	
<i>Developing (Score 2.0) STEP A</i>	<i>I systematically engage in critical strategies that help students elaborate on information 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 helping students elaborate on information 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 helping students elaborate on information</i>	

### Element IVf (21): 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>Elaborating on Information</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>I engage students in activities to help them elaborate on information AND the majority of students exhibit the desired effects.</i>	<i>I engage students in activities to elaborate on information without significant errors or omissions.</i>	<i>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>	<i>I do not engage students in activities to help them elaborate on information.</i>