

TAKING STOCK-REFLECTION TOOL

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	too much	right a	mount	too little	
Student Engagement	high	moderate	low	mixed	
Level of Difficulty	too high	just i	just right		
Notes, examples and next steps:					
2. CHALLENGE STATEMENT					
Time Spent	too much	right a	mount	too little	
Student Engagement	high	moderate	low	mixed	
Level of Difficulty	too high	just i	right	too low	
Notes, examples and next steps:					
3. ACTIVITIES					
Time Spent	too much	right a	mount	too little	
Student Engagement		moderate	low	mixed	
Student Engagement Level of Difficulty Notes, examples and next steps:	high too high	moderate just i		too low	
Level of Difficulty					
Level of Difficulty Notes, examples and next steps:			right		
Level of Difficulty Notes, examples and next steps: 4. READINGS Time Spent Student Engagement	too high	just i	right	too low	
Level of Difficulty Notes, examples and next steps: 4. READINGS Time Spent Student Engagement Level of Difficulty	too high	just i	mount low	too low	
Level of Difficulty Notes, examples and next steps: 4. READINGS Time Spent Student Engagement Level of Difficulty Notes, examples and next steps:	too high too much high too high	just i right a moderate	mount low	too low too little mixed	
Level of Difficulty Notes, examples and next steps: 4. READINGS Time Spent Student Engagement Level of Difficulty Notes, examples and next steps: 5. ADDRESS THE CHALLENGE - PRESENTATION DEVELOR	too high too much high too high	right a moderate just i	mount low	too low too little mixed too low	
Level of Difficulty Notes, examples and next steps: 4. READINGS Time Spent Student Engagement Level of Difficulty Notes, examples and next steps: 5. ADDRESS THE CHALLENGE - PRESENTATION DEVELOR	too high too much high too high PMENT too much	right a moderate just i	mount low right	too low too little mixed too low too little	
Level of Difficulty Notes, examples and next steps: 4. READINGS Time Spent Student Engagement Level of Difficulty Notes, examples and next steps: 5. ADDRESS THE CHALLENGE - PRESENTATION DEVELOR Time Spent Student Engagement	too high too much high too high PMENT too much high	right a moderate just i right a	mount low right mount low	too low too little mixed too low too little mixed	
Level of Difficulty Notes, examples and next steps: 4. READINGS Time Spent Student Engagement Level of Difficulty Notes, examples and next steps: 5. ADDRESS THE CHALLENGE - PRESENTATION DEVELOF Time Spent Student Engagement Level of Difficulty	too high too much high too high PMENT too much	right a moderate just i	mount low right mount low	too low too little mixed too low too little	
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Level of Difficulty Notes, examples and next steps: 4. READINGS Time Spent Student Engagement Level of Difficulty Notes, examples and next steps: 5. ADDRESS THE CHALLENGE - PRESENTATION DEVELOF Time Spent Student Engagement Level of Difficulty Notes, examples and next steps:	too high too much high too high PMENT too much high too high too high	right a moderate just i right a	mount low right low right	too low too little mixed too low too little mixed	
Level of Difficulty Notes, examples and next steps: 4. READINGS Time Spent Student Engagement Level of Difficulty Notes, examples and next steps: 5. ADDRESS THE CHALLENGE - PRESENTATION DEVELOR Time Spent Student Engagement Level of Difficulty Notes, examples and next steps: 6. PRESENTATIONS Time Spent Student Engagement	too much high too much high too much high too high	right a moderate just i right a average just i right a moderate	mount low right mount low right low right	too low too little mixed too little too little mixed too low	
Level of Difficulty Notes, examples and next steps: 4. READINGS Time Spent Student Engagement Level of Difficulty Notes, examples and next steps: 5. ADDRESS THE CHALLENGE - PRESENTATION DEVELOF Time Spent Student Engagement Level of Difficulty Notes, examples and next steps: 6. PRESENTATIONS Time Spent	too high too much high too high PMENT too much high too high too high	right a moderate just i right a average just i	mount low right mount low right low right	too low too little mixed too low too little mixed too low too little	



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, medium, or low* in frequency.

3. ACTIVITIES							
Students:	high	moderate	low				
built models of chromosomes							
used models of chromosomes to understand duplication, compare different chromosomes, and explore how chromosomal errors could occur							
modeled meosis, gamete and zygote formation							
analyzed karyotypes and explained chromosomal aberrations based on understanding of meiosis							
other							
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, average, or almost never in frequency.

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1. BRAINSTORMING DISCUSSION								
Students:	often	mo	moderate		almost never			
participated and played a substantive role in directing the content of the discussions								
talked to each other and shared their ideas								
contributed ideas, questions and opinions								
other								
Notes, examples and next steps:								
6.CLASS PRESENTATIONS								
Students:	oft		modera	ite	almost never			
described the structure and function of chromosomes								
provided an overview of gamete formation								
described karyotyping technology and its significance								
exhibited sensitivity to audience (imaginary audience=prospective parents)								
other								
Notes, examples and next steps:	,							