

**12. What do I typically do to help students record and represent knowledge?**

The teacher engages students in activities that help them record their understanding of new content in linguistic ways and/or represent the content in nonlinguistic ways.

**Teacher Evidence**

- Teacher asks students to summarize the information they have learned.
- Teacher asks students to generate notes that identify critical information in the content.
- Teacher asks students to create nonlinguistic representations for new content:
  - Graphic organizers
  - Pictures
  - Pictographs
  - Flowcharts
- Teacher asks students to create mnemonics that organize the content.

**Student Evidence**

- Students' summaries and notes include critical content.
- Students' nonlinguistic representations include critical content.
- When asked, students can explain the main points of the lesson.

**How Am I Doing?**

	<b>4 Innovating</b>	<b>3 Applying</b>	<b>2 Developing</b>	<b>1 Beginning</b>	<b>0 Not Using</b>
<b>Helping students record and represent knowledge</b>	I adapt and create new strategies for unique student needs and situations.	I engage students in activities that help them record their understanding of new content in linguistic and/or nonlinguistic ways, and I monitor the extent to which this enhances students' understanding.	I engage students in activities that help them record their understanding of new content in linguistic and/or nonlinguistic ways, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.