

### **Context for Learning**

#### **Who are the students you are teaching?**

My students at Bordeaux Elementary within the Shelton School District are children of a working class community, where the top three employers in terms of persons employed include the Little Creek Casino, Wal-Mart, and the Shelton School District.

#### **What are the school and classroom demographics?**

My school's demographic is 51.6% Male, 48.4% Female, 58% White, 21.1% Hispanic, 7.2% Pacific Islander, 4.5% Black, 1.6% American Indian, 45.9% Free or Reduced Lunch, 13.2% Special Education, and 9.7% Transitional Bilingual. In my classroom, 15 students are male and 9 are female. In regards to ethnicity, 1 is Black, 1 is Pacific Islander, 1 is Hispanic, and the remainder of the student population is White.

#### **How would you describe the setting of the school (rural, urban, and suburban)?**

Bordeaux Elementary is located in a very residential region of Shelton, WA, which can be described as a rural community if compared to Olympia, but urban if compared to any other town located within Mason County.

#### **Are you in an elementary, middle, or high school?**

Bordeaux Elementary is an elementary K-5 school within a K-12 school district.

#### **What curriculum and/or textbooks inform instruction at your school?**

The only textbook used is for the Read Naturally program; otherwise the curriculum is managed by the teachers of corresponding grade levels.

**Is this curriculum district or school mandated? What is the primary language spoken in the school, if it is not English?**

The curriculum is district mandated. English is the primary language spoken.

**Are there other languages that are spoken in your school/classroom? If so, what are they and how are students served?**

Everyone in my classroom speaks English.

**What is the classroom schedule?**

- 8:30 AM – Doors open
- 9:00 AM – School begins
- 9:40 AM – First recess begins
- 9:55 AM – First recess ends
- 10:40 AM – Specialist begins
- 11:35 AM – Specialist ends/Lunch begins
- 12:10 PM – Lunch ends
- 2:00 PM – Last recess begins
- 2:20 PM – Last recess ends/Walk to Reading begins
- 3:30 PM – Students return to homeroom/School ends

**What grade level is the class in which you will enact your micro-teaching?**

My students are in third grade.

**Is there ability grouping or tracking in your classroom? If so, describe how this informs your teaching decisions.**

There is a measure of tracking and ability grouping within the classroom. Parent signatures for reading are recorded for the school. Classroom tables are assembled such that two low/mid-performance students are grouped with two high/mid-performance students for peer-to-peer collaborations and to allow for cooperative learning opportunities and the minimizing of student-to-student conflict, disruption, or distractions that may require disciplinary actions.

**How many students are in the classroom in which you will teach?**

There are twenty-four students total with four students arranged at each table. There are six tables total.

## Planning for Student Learning

- A. **Teaching Point:** After completing the lesson, the student will be able to use the vocabulary of Physics of Sound to describe a real-life experience or imaginary event, generate ideas and plans for writing by brainstorming, demonstrate understanding by writing three facts about the attributes of sound, and demonstrate an understanding of the physics of sound in terms of its attributes.

**Student Friendly Language:** Students will use sound-related vocabulary to create a story, brainstorm story ideas, use vocabulary words appropriately, and make connections between their written story and the attributes of sound.

### **ELA Common Core State Standards:**

- **RSIT 3.4:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a third grade topic or subject area.
- **RSIT 3.6:** Distinguish their own point of view from that of the author of a text.
- **WS 3.3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- **WS 3.4:** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- **WS 3.6:** With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as interact and collaborate with others.
- **LS 3.1:** Demonstrate command of conventions of Standard English grammar and usage when writing or speaking.
- **LS 3.2:** Demonstrate command of conventions of Standard English capitalization, punctuation, and spelling when writing.
- **LS 3.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- **LS 3.5:** Demonstrate understanding of word relationships and nuances in word meanings and identify real-life connections between words and their use.

**Next Generation Science Standards:**

- **2-3 PS3A:** Students know that sound is a form of energy. Students are expected to give examples of different forms of energy as observed in everyday life and explain how one example of energy includes sound.

**B. Grouping Strategies:**

- Throughout the three-day lessons, students will continue to sit in assigned seating arrangements for the purpose of maintaining regularity.
- During the three-day story writing element of the lesson, students will work independently for the purpose of developing writing ability and assessing their individual understandings regarding the attributes of sound.

**C. Evidence of Learning:**

- **Pre-assessment:** Students will fill out a short questionnaire regarding what they know about sound, including its attributes, misunderstandings, and how the attributes of sound might be used or found within a story.
- **Lesson (3-day Writing):** Students will describe a real-life experience of imaginary event that involves the usage of vocabulary words associated with the attributes of sound.
- **Post-assessment:** Students will use a rubric to assess themselves regarding the processes of story-writing and the inclusion of the attributes of sound. They will justify their reasoning for assessing themselves amongst a small group of peers and the lead facilitator of the writing activity.

**D. Materials:** (List all resources you use and students will need.)

- Physics of Sound for story reference (“Grandmother’s Hearing Test”)
- White Board for brainstorming of vocabularies involving sound
- Paper & Pencil

- Chromebook
- List of Vocabulary Words and Definitions
- Projector
- Story Ideas

**E. Implementation Plan:**

a. **Hook/Launch:** Begin by reading students a story associated with the attributes of sound.

**b. Connection**

i. **Prior Learning:** This is the conclusion of the physics of sound unit, such that all necessary vocabulary words that involve sound have been formerly introduced.

The big idea is for students to understand the attributes of sound conceptually.

ii. **Building on student background knowledge:** Students will bridge the material used throughout the various labs and readings concerning the physics of sound unit into a personalized narrative of individual interests.

**c. Teach**

i. **Instructional Strategy:** Making Connections

ii. **Teaching Model:** Concept Attainment – Students will brainstorm attributes about sound in order to apply them into a narrative setting of their choosing based on real-life experiences or imaginary events.

**iii. Steps: Day 1:**

**15 minute pre-assessment:** Students will fill out a short questionnaire.

**15 minute read:** Students will listen to a story (“Grandmother’s Hearing Test”) that includes the attributes of sound.

**Day 2:**

**5 minute review instruction:** Students will generate vocabulary words to list on the white board.

**10 minute lesson instruction:** Explain the purpose of the lesson using student friendly language. Use the “Grandmother’s Hearing Test” short-story as a reference to generate student thinking for the writing activity using the vocabulary words generated and examples of real-life experiences and/or imaginary events. Next, provide students with a personal example of story-writing using a five-part flow chart (introduction, 3 events, and conclusion), beginning with 3 events that incorporate attributes of sound. Transition words will be included in demonstrating after listing 3 events. Explain that students are expected to use a minimum of three to four of the discussed vocabulary words appropriately. Select students to articulate the lesson’s activity and expectations.

**30-35 minute activity:** Students will brainstorm 3 events plus physics of sound vocabulary, introduction, conclusion and transition words using a flow-chart. Facilitators will check for correct usage of vocabulary, punctuation, capitalization and grammar.

### **Day 3:**

**5-10 minute instruction:** Students will be instructed on the center activities for the day.

**45 minute activity:** Students at tables 5 & 6 will begin transferring ideas from the flow chart into a narrative draft. Students will be expected to finish at least the introduction and first two event paragraphs. Additional writing time will be provided on day 4.

### **Day 4:**

**5-10 minute instruction:** Set the expectation that students will be finishing their stories. Students who are already finished and have been checked for spelling/grammar by facilitator may use chromebooks for typing the story.

**45 minute activity:** Students will finish stories and use chromebooks if finished.

Stories will be collected and copied at the conclusion of the session.

**Day 5: Post-assessment:** Students will assess themselves using a rubric and justify their reasoning in collaboration with a group of peers and the primary facilitator.

- iv. **Questions to ask students to engage in instructional dialogue:** “Help me understand what you mean by...?”, “What is your story about?”, “What do you mean when you say...?” “That idea is new to me, can you tell me more?”

d. **Active Engagement:**

i. **Student Activity:**

Day 1 – Students will complete pre-assessment and listen to Physics of Sound story.

Day 2 – Students will be brainstorming attributes of sound to generate a list of vocabulary words. Students will provide definitions of vocabulary. Students will be using a five paragraph flow chart in preparation for writing personal stories that use 3-4 vocabulary words appropriately.

Day 3 – Students will begin writing stories using the flow chart constructed day 2

Day 4 – Students will finish writing stories or type finished stories using chromebooks

- ii. **Student Learning:** Students will listen to peers provide vocabulary and definitions regarding the attributes of sound. Students will verbalize their peers’ definitions. Students will construct meaning of vocabulary by using words appropriately within real-life experience or imaginary event.

e. **Link**

- i. Connection to Teaching Point: Post-assessment will ask students how they see this lesson connect with the physics of sound unit.

- ii. Post-assessment will also include the opportunity for students to inquire about new questions that are emerging in student thinking regarding the physics of sound and energy.

**f. Independent work**

- i. Students will be writing stories that use sound-related vocabulary.
- ii. Students and facilitator will assess student understanding by way of investigating how vocabulary words are being used within the story.

**g. Close**

- i. Teachers close by following up on the hook/launch by way of reading the completed story demonstrated on day 2.
- ii. Reinforce the teaching point. Make connections to the work that will come next. This lesson connects with the next by way of introducing students to the elements of writing narratives.

## **Instructing and Engaging Students in Learning**

00:00 – I began by reviewing the content that we have done so far. This was to remind students where they were in the writing process.

00:50 – At this point, I set the expectations for today's activity. Students will begin by sharing their stories with a partner at their tables. This will allow students to generate new ideas of material that they might want to include in their writing, such as details to enhance their events and the usage of precise words.

01:14 – I have a student share his story with the classroom to model the expectation of sharing. This serves two purposes: The first is to allow all students the opportunity to hear another story before returning to their own and second it reinforces the expectations for sharing.

03:00 – Here, I explain to the class that we will be finishing the draft that has been composed so far by modeling the last event and closing paragraph.

03:34 – I ask students to provide some examples of transitions. I make it explicit that I was going to call on two persons to provide one example each. I then give an example of a transition that I used for the story I drafted.

04:25 – I explain that I adjusted my story a little bit so that my event was described in the first sentence. That way when the details are added, they can flow more naturally. Students were having difficulty discerning the difference between event and details prior to this point, which was why the change was made explicit.

04:56 – I modeled what my story will look like on paper, beginning with the indentation for each paragraph. This is to orient students to the structure of their writing piece.

05:40 – I remind students that I have my event listed on the board, modeling the flow map students had generated on Wednesday. This is to provide students with multiple access points to begin their writing process.

06:20 – My story included a vocabulary word from the physics of sound unit. I asked students to provide a definition of the word. This is to assign competence to students regarding their understanding of learned words.

07:05 – Upon hearing conflicting responses to whether a heartbeat can make sound, I orient students to a real-life experience of having doctor’s listening for heartbeats. This serves the purpose of grounding the material with experiences relevant to students.

08:12 – Ask students to name and point out the event and two details of the paragraph I just modeled. This is to emphasize the event plus two details structure of the story and to assign student competence.

## Analyzing Student Learning

Identify the specific learning targets from the lesson plan measured by the assessment chosen for the analysis.

Students will finish writing stories or type finished writing using chromebooks.

Provide the evaluation criteria you are using to analyze the student learning.

The evaluation criteria will be the third grade story writing rubric, which is a 4 point scale modeled after the ELA state standards. This criterion encompasses: writing to share information; using precise words; develops and organizes ideas; strengthens writing and uses the writing process; and conventions.

Provide a graphic table or chart of student learning for your whole class

Name	Collected		Writes to share information			Uses precise words	Develops and organizes ideas				Strengthens writing and uses the writing process		Conventions	Overall
	Map	Draft												
[REDACTED]	x	x	2	4	4	1	3	3	4	3	3	3	2	3
[REDACTED]	x	x	2	3	2	1.5	2.5	1.5	2	1	3	2	2	2
[REDACTED]	x	x	3	4	3	1	3	3	2.5	3	3	3	2	3
[REDACTED]		x	2	2.5	2	1	3	3	3	2	2	2	2	2
[REDACTED]		x	1.5	2	2	1	2.5	1	2	2.5	2	2	1	2
[REDACTED]	x	x	1	1	2	1	1	1.5	1	2	3	2	1	1.5
[REDACTED]	x	x	2	1	2	1.5	2	3	2.5	3	3	2	1	2
[REDACTED]	x	x	1	1.5	1.5	1.5	2	2	1	2	3	2	3	2
[REDACTED]		x	2	1	2	1	2.5	2	3	2	2	2	1	2
[REDACTED]	x	x	1	1	2	2	2	1	1	1	3	2.5	2	1.5
[REDACTED]	x	x	1	1	1	1	1	1	0	1	3	1.5	3	1.5
[REDACTED]	x	x	1.5	1	2	1	4	1	0	1	3	2	2	1.5
[REDACTED]	x	x	3	4	4	2	4	3	3	3	3.5	3.5	2	3
[REDACTED]	x	x	2.5	1	3	1	2	3	1	2	3	2	1	2
[REDACTED]	x	x	3	4	3	2	4	3	3	2.5	3	3	1	3
[REDACTED]				3										
[REDACTED]	x	x	2	1	2	1	3	1.5	1	2	3	2	3	2
[REDACTED]	x	x	1.5	1	2	1	3	2	2	1	3	2	1	2
[REDACTED]	x	x	2	1	2	1.5	3	2	2	2	3	3	2	2
[REDACTED]	x	x	1	1	1.5	1.5	1	2	1	2	2	2	3	1.5
[REDACTED]	x	x	1	1	1.5	1	1	2	1	2	2	1	1	1.5
[REDACTED]	x	x	2	2	3	2	3	2	2	2	3	3	1	2.5
[REDACTED]	x	x	3	3	3	1	3	3	0	3	3	2	1	2
[REDACTED]	x	x	2	2	3	3	1	2	3	1	3	3	1	2

**Summarize student learning for all evaluation criteria described above.**

For the writing to share information criteria, students were evaluated on expanding on 3 events with supporting details, the number of sentences used and having personality in their writing. Students continued to grow in their understanding of the five paragraph model of writing and what encompasses each paragraph.

For using precise word choice, students were evaluated for their inclusion of academic level language, such as vocabulary words learned from their physics of sound unit. Many students used at least one precise word. No student met the 2 precise words in each paragraph for the 3.0 benchmark.

For developing and organizing ideas, students were evaluated for their opening paragraph, supporting paragraphs sequencing events, closing paragraph, and use of transitions. All students had an opening paragraph or sentence. Most students had a solid understanding of creating an opening paragraph versus that of an opening sentence. Some students wrote their events as a list of ideas. Many students were unable to write a closing paragraph due to time restrictions. Most students understood how to incorporate transitions beyond the use of simple transitions like first, second, third and so on.

For strengthens writing and uses the writing process, students were evaluated for their completion of their flow map and their ability to edit and revise independently, along with their variance and inclusion of complex sentences. All but four students turned in their completed flow map. All students were at a level that they can edit and revise with support. Half the students had most of their sentences having varied beginnings, varied lengths and making sense whilst the other half had some of these attributes.

For conventions, students were evaluated on their core words spelling, capitalization and punctuation. This was not their final product, so errors were anywhere between 5 or less errors to more than 10. Appropriate comma usage was not considered for this evaluation purpose.

**Based on your analysis of student learning above, describe next steps for instruction to impact student learning.**

To begin, the way I had structured the expectations through the flow map pre-writing strategy was flawed, such that it did not allow for the fluid transition of event plus two details from the flow map to the first draft. Next time, I would include two branches beneath each event box to allow students to add details to their story and to encourage the usage of previously learned items to enhance their events, like through the physics of sound vocabulary.

Another area that I feel could have been better were the examples that I had set on the whiteboard, such that the events were not necessarily the first sentence within each paragraph. Many students indicated confusion between events and details. I think scaffolding event followed by two details would help students with this distinction until they become more versed in the differentiation.

Using precise words, the inclusion of physics of sound vocabulary was an effort to get students to incorporate academic level words into their writing, however, upon reflection of the example that I had provided, I did not model this to the 4.0 expectations of the story writing rubric. Next time, I would have the writing piece prewritten to allow for time to highlight examples of precise to model this level of expectations to students.

Regarding the developing and organizing ideas, I think the biggest hurdle here was the matter of time constraints. Normally, the students would have about a full week and a half on this kind of project, versus that of three days. I would also consider having an introduction to various types of transitions words to provide students with more access to quality writing practices. Several students were relying on the transitions that I had elicited through my story model. While this is an appropriate place for them to be, having additional access to new transitions will help them become more proficient and self-reliant in their future writing.

For strengthening and using the writing process, I did not reflect anywhere in my instructional time the expectation of having varied beginnings and sentence lengths that make sense. Half of the class had accomplished this independently, while the rest were not quite there yet. Next time, I would make this expectation more explicit by calling attention to it prior to having students begin their first draft.

Conventions are tricky because none of the students were ready to begin transferring their writing into a final typed product. This meant that spelling, capitalization and punctuation errors were going to be relatively abundant. Regarding the appropriate use of commas, I have not seen my CMT make this feature explicit for students to consider, but I think it is good practice at this grade level to remind students of where commas would be expected within their own writing. My next step would be for students to transfer their writing into a typed format.

3

~~all of~~  
2/19/15  
→ I remember when I came to my clan. Everybody was looking at me then.

I saw FireStar. He is the leader of ThunderClan. It was odd. out

→ Suddenly, every one had eyes on FireStar and then me. Then all of a sudden the first part of the clan turned loud with yelling but on the other end it was quiet.

→ Before long, I told the clan to quiet down but then we heard a voice that was loud and it was

→ Last but not least, ~~We~~ knew it was time for battle and it was loud. Their was growling and wirings <sup>(SP)</sup>. I thought we would lose.

→ That's not all ThunderClan won and all the cats were loud. But when I saw FireStar I knew he was dead. I was upset. He died, but he is in a new place and then I remember something <sup>(SP)</sup>. He said to me when he dies I am leader. I am BlueStar, new leader of ThunderClan, and I promise until I die I will be here.

15

[REDACTED]

Ah

Blood in my veins. I am a warrior  
cat. My clan needs a leader. It's time  
to be one. FireStar was my friend.  
I am not going to forget him. Next  
time someone is <sup>3P</sup> hurt I will be  
their to save that cat.

~~redacted~~

⇒ When I was on 2/19/15 FBI  
defense, I hit a kid rilly  
The kid was wearing a blue jersey  
hard and he was kept.

~~✗ I hit a kid rilly  
hard and he started to  
cry, wa wa wa. Also he looked~~

hearts (repeats opening paragraph)

⇒ I knocked the air  
out of him and he  
went here and his voice  
was a high pitch.

⇒ I hit the kid  
rilly hard and I think

game and I think he went to the hospital.

→ Last but not least

I think he went home ups in pain.

→ I think he did ~~2/20/15~~

not know what hit him.

He looked like he needed

cpk It was a good feeling

for me. Expand - why was it good?

→ He looked rilly<sup>sp</sup>

scared. ~~Also~~ ~~he~~ I knocked

the air out of him. ALSO

he went hree and his

voice was high pitch.

→ I hope I didnt riny<sup>sp</sup>

hurt him. I wonder if

he broke a bone. But

Haunted

# The Hontid Play

grown  
ground

→ At that <sup>moment</sup> it was a <sup>haunted</sup> Hontid <sup>2018</sup>

play <sup>ground</sup> grown. → suddenly, a <sup>ghost</sup> goss

came and <sup>they</sup> they saw and

it was so and loud and low.

<sup>B</sup> before long, <sup>r</sup> 100 <sup>long</sup> people were

but so <sup>people</sup> people got <sup>eaten</sup> eaten

3 <sup>?</sup> tests but 2 <sup>?</sup> tests <sup>vanish</sup> vanished.

But <sup>more</sup> more <sup>ghost</sup> goss <sup>came</sup> came and

even <sup>?</sup> bride got <sup>eaten</sup> eaten, but

me and <sup>did not get eaten</sup> Graydan did not get eaten.

the end

funne

MIT Teaching Observation Form for 3-day Practicum Teaching

Candidates's name: James Newton Observed by: Diane Satak

Part I: Assessing Teacher Presence

Quality	Rating: 4 high to 1 low
Ability to command attention	2
Ability to multi task, demonstrates with-it-ness	2
Has command of transitions, time management	not enough to evaluate
Has presence of authority and potential to lead	2
Projects confident oral communication	2

Part II: Assessment Elements from The Evergreen State College Student Teaching Rubric

ELEMENT	Emerging Teacher	Developing Teacher	Rating: not met or emerging or developing
Knowledge of Content	Candidate displays basic content knowledge but cannot articulate connections to other parts of the discipline or with other disciplines.	Candidate displays solid content knowledge & makes connections with content and other parts of the discipline or with other disciplines.	
Knowledge of Students' Varied Approaches to Learning	Teacher Candidate displays general understanding of the different approaches to learning that students exhibit, including handicapping conditions.	Teacher Candidate displays solid understanding of the different approaches to learning that different students exhibit, including handicapping conditions.	not enough evidence
Balance	Goals reflect several types of learning but no effort at coordination or integration.	Goals reflect several different types of learning and opportunities for integration.	
Management of Transitions	Transitions are sporadically efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	not enough evidence
Management of Materials and Supplies	Routines for handling materials and supplies function moderately well	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	
Directions and Procedures	Candidate directions and procedures are clarified after initial student confusion or are too detailed.	Candidate directions and procedures are clear to students and contain an appropriate level of detail.	
Oral and Written Language	Teacher Candidate's spoken language is audible, and written language is legible. Both are used correctly. Vocabulary is correct but limited or is not appropriate to students' ages or backgrounds.	Teacher Candidate's spoken and written language is clear and correct. Vocabulary is appropriate to students' age and interests.	
Structure and Pacing	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally consistent.	need to increase pace
Quality: Accurate, Substantive, Constructive, and Specific	Feedback is inconsistent in quality: Some elements of high quality are present; others are not.	Feedback is consistently high quality.	
Response to Students	Teacher Candidate attempts to accommodate students' questions or interests. The effects on the coherence of a lesson are uneven.	Teacher Candidate successfully accommodates students' questions or interests.	

Part III: Excerpts from Drafts of the Washington State Teacher Performance Assessment  
 "Engaging Students" Rubrics

Actively engaging students in developing their own understanding				
Level 1	Level 2	Level 3	Level 4	Rating (level 1- 4)
<p>Students are passive or inattentive while candidate directs discussion, tasks or activities.</p> <p>There is little to no evidence that candidate attends to students' prior learning and experience.</p> <p>OR</p> <p>Student behavior or candidate's disrespect for one or more students severely limits students' engagement in learning.</p>	<p>Students are participating in discussions tasks, or activities focusing solely on literal comprehension</p> <p>Candidate attempts to link new content to students prior learning and experience, but the links have little relationship to the text or cause student confusion.</p>	<p>Students are intellectually engaged in discussions, tasks, or activities that develop abilities to construct meaning</p> <p>Candidate links new content to prior learning and experience as well as to the learning task. (limited)</p>	<p>Students are intellectually engaged in discussions, tasks, or activities that develop abilities to construct meaning Through both teacher-student and student-student interaction</p> <p>Candidate makes links between new content and students' prior learning and experience in ways that support understanding of strategies to comprehend and interpret a complex learning task.</p>	

Deepening student learning by eliciting and monitoring students' responses				
Level 1	Level 2	Level 3	Level 4	Rating (level 1- 4)
<p>Candidate primarily asks surface-level questions and evaluates student responses as correct or incorrect.</p> <p>Few connections are observed being made between and among facts, analyses, interpretations, and judgments.</p> <p>OR</p> <p>Materials or candidate responses include significant content inaccuracies that will lead to student misunderstandings.</p>	<p>The candidate elicits student responses that require analysis or interpretations.</p> <p>Candidate makes connections between and among facts, analyses, interpretations, and judgments.</p>	<p>Candidates and/or other students build on what students are saying and/or doing to improve understanding of how to analyze or interpret accounts or defend judgments.</p> <p>Candidate and/or other students prompt students to make connections between and among facts, analyses, interpretations, and judgments.</p>	<p>Candidate's and/or other students' interactions help develop or reinforce students' abilities to evaluate their own analyses, interpretations, or judgments.</p> <p>Candidate and/or other students prompt students to make connections between and among facts, analyses, interpretations, and judgments.</p>	