Segment 2: Lesson Segments Addressing Content		
Design Question 3: What will I do to help students practise and deepen their understanding of new knowledge?		

Element: 15 – Organising students to practise and deepen knowledge

The teacher uses grouping in ways that facilitate practicing and deepening knowledge.

AITSL STANDARDS: Standard 1 - Know students and how they learn; Standard 3 – Plan for and implement effective teaching and learning; Standard 5 – Assess, provide feedback and report on student learning

Score 4.0	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught, such as:** ❑ When asked students explain how the group work supports their learning ❑ Teacher organises students into groups with the expressed idea of deepening their knowledge of informational content ❑ While in groups students interact in explicit ways to deepen their knowledge of informational content • Asking each other questions • Obtaining feedback from their peers	**Sample Activities**	
		Innovating Tips: The best way to deepen knowledge with collaboration is for students to give and receive feedback A good rule of thumb is: share 1, feedback 3. You will also need to develop and use your guides for interacting in a *blended classroom.* Online, these will be related to giving *constructive feedback*, *eDiscussion rules*, *Netiquette* and *Digital Citizenship*. Offline, guides to *collaborative learning* are recommended. A quick way to get started is to tell students to provide positive comments and then add: "And it would be even better if…because…"	
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.		
Score 3.0	❑ Teacher organises students into groups with the expressed idea of deepening their knowledge of informational content ❑ While in groups students interact in explicit ways to deepen their knowledge of informational content or, practice a skill, strategy, or process • Asking each other questions • Obtaining feedback from their peers **The teacher exhibits no major errors or omissions.**	**Emerging Tip:** There are a whole range of *strategies* you can use to group students together. Many of these work best face-to-face (such as *Inside-Outside Circle* or the *Three-Step Interview*) and then students can record their reflections in a *Blog* which can be shared further. A good way to *blend* is to use a *Placemat* strategy and either record the centre of the placemat in a *Blog* or scan in the whole placemat. You may like to conduct some of these strategies online using *discussion board*. For example, Four Corners lends itself well to a *discussion board*; just use 4 threads: strongly agree, agree, disagree, strongly disagree). *Think-Pair-Share* is another strategy that could be adapted to a *discussion board*. The *Jigsaw* strategy could easily be adapted in a *Wiki* or *Blog*, with each expert group recording their expertise.	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
Score 2.0	**There are no major errors or omissions regarding the simpler details and processes as:** ❑ The Teacher organises students into groups with the expressed idea of practicing a skill, strategy, or process **However, the teacher exhibits major errors or omissions regarding the more complex ideas and processes.**	**Beginning Tips:** *http://chir.ag/projects/team-maker/ - great random group maker* *Three Step Interview* *Four Corners* *Graffiti*	*Inside-Outside Circle* *Cooperative Activity (857 KB PPT)* *Jigsaw* *Placemat* *Think-Pair-Share* *http://www.readwritethink.org/files/resources/lesson_images/lesson277/cooperative.pdf*
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.		
Score 0.0	**Even with help, no understanding or skill demonstrated.**		