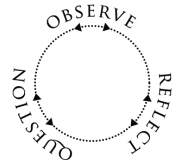


Sample Template for VESi Course



Format: Books and other Printed Texts

OBSERVE	REFLECT	QUESTION
<p>Student would type here what they observe in the primary source document. This could be assigned to individuals or pairs. Each student would have their own evidence of engagement separately, but collaborate to have a unified voice in the analysis tool. If the teacher specified otherwise, students could list observations separately.</p> <p>Peter - observations Susan - observations</p> <p>You could stipulate that the observation section is to be used for "compare" while the reflection section is to be used for "contrast."</p>	<p>The reflection section will vary depending on primary source, unit theme, and a number of variables the teacher indicates is expected to be communicated.</p> <p>Students could write reflections from a unified voice or separately.</p> <p>Peter- reflections Susan - reflections</p> <p>You could stipulate that the observation section is to be used for "compare" while the reflection section is to be used for "contrast"</p>	<p>This section lends itself well to documenting evidence of student higher order thinking skills. Students will demonstrate the level to which they have understood and interacted with primary source documents, maps, art, government artifacts, etc.</p>

FURTHER INVESTIGATION

This section would allow teachers to further differentiate the evidence of students making progress toward the learning target. It would also allow students to indicate their own level of evidence in support of demonstrating reaching the learning target. In areas where students did not master the learning target, they could suggest what further investigation might help them to reach the learning target.