20. What do I typically do to help students revise knowledge?

The teacher engages students in revision of previous knowledge about content addressed in previous lessons.

<table>
<thead>
<tr>
<th>Teacher Evidence</th>
<th>Student Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>❑ Teacher asks students to examine previous entries in their academic notebooks or notes.</td>
<td>❑ Students make corrections to information previously recorded about content.</td>
</tr>
<tr>
<td>❑ Teacher engages the whole class in an examination of how the current lesson changed perceptions and understandings of previous content.</td>
<td>❑ When asked, students can explain previous errors or misconceptions they had about content.</td>
</tr>
<tr>
<td>❑ Teacher has students explain how their understanding has changed.</td>
<td></td>
</tr>
</tbody>
</table>

How Am I Doing?

<table>
<thead>
<tr>
<th></th>
<th>4 Innovating</th>
<th>3 Applying</th>
<th>2 Developing</th>
<th>1 Beginning</th>
<th>0 Not Using</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helping students revise knowledge</td>
<td>I adapt and create new strategies for unique student needs and situations.</td>
<td>I engage students in revision of previous content, and I monitor the extent to which these revisions deepen students' understanding.</td>
<td>I engage students in revision of previous content, but I do so in a somewhat mechanistic way.</td>
<td>I use the strategy incorrectly or with parts missing.</td>
<td>I should use the strategy, but I don't.</td>
</tr>
</tbody>
</table>
Element 20: What do I typically do to help students revise knowledge?

Strategies

**Academic notebook entries**

The teacher asks students to make new entries in their academic notebooks after a critical-input experience, after group work or processing, or after reviewing and correcting homework. Over the course of a unit, and during related units, students re-examine their notebooks to correct inaccuracies or incomplete information.

**Academic notebook review**

Students use their academic notebooks to identify the important vocabulary terms, big ideas and concepts, generalizations, and understandings they should study for an exam or quiz. Students can also use their academic notebooks to generate questions.

**Peer feedback**

Students trade academic notebooks and respond in writing to each other’s entries. Students might answer questions such as the following:

- What methods did this student use to represent information that were especially clear, concise, and appropriate for the information being recorded (for example, graphic organizers, flowcharts, summaries, pictures, or pictographs)?
- What information did this student record that I did not record in my academic notebook?
- What do I consider to be the most important information recorded here?
- What is one thing this student could improve on in recording knowledge in his or her academic notebook?

**Assignment revision**

The teacher makes comments on students’ assignments but records their scores only in the gradebook (not on the assignments). When returning the assignment, the teacher can offer students the opportunity to revise their assignments according to the feedback given and resubmit it to try to get a higher score. Students who choose not to resubmit the assignment can simply accept their initial score, but students who resubmit a revised assignment should have their score for the revised assignment recorded.

**Technology Links**

- Use electronic academic notebooks to ensure that students do not lose their notebooks, forget to bring them to class, or leave them at home. These also make it easier for students to edit, revise, request or provide feedback; add information, media, or graphics; and share ideas. Make sure that students are mindful about what they include in their notebooks (to avoid excessive copying and pasting from the Internet or other sources).
- Use an interactive whiteboard or similar software to make group revisions to initial ideas.