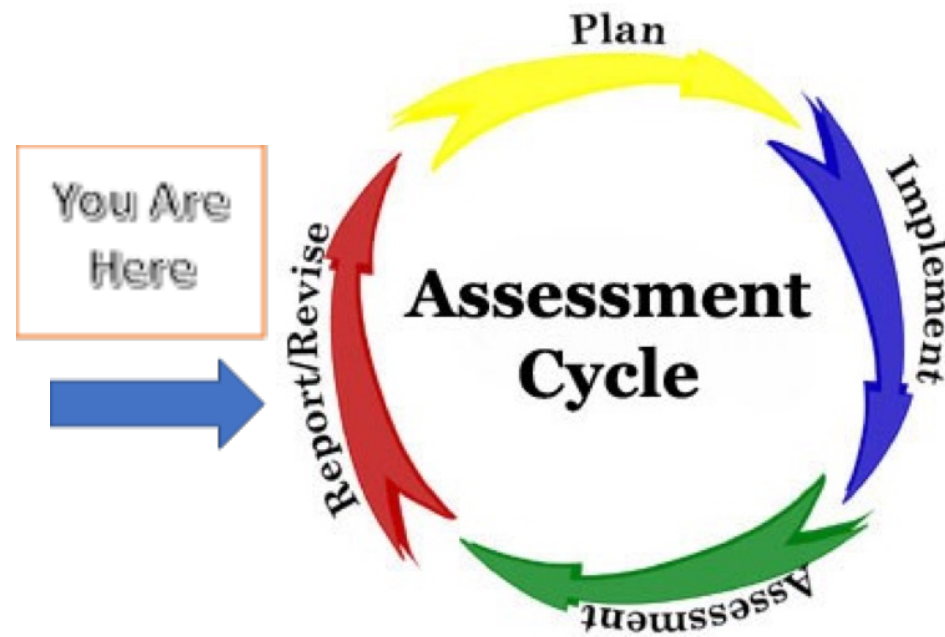













Closing the assessment
cycle in community




Closing the assessment cycle



COPUS Codes

<u>Instructor Collapsed Code</u>	<u>Instructor Code</u>	<u>Student Code</u>	<u>Student Collapsed Code</u>
 Presenting	Lecturing (Lec)	Listening (L)	 Receiving
	Real-time Writing (RtW)	Listening (L)	
	Demo/Video (D/V)	Listening (L)	
 Guiding		Predicting (Prd)	 Working & Talking
	Posing Questions (PQ)	Answering Question (AnQ)	
	Answering Question (AnQ)	Student Question (SQ)	
	Follow-up (FUp)	Answering Question (AnQ), Whole Class Discussion (WC)	
	Moving and Guiding (MG)	Group Clicker Question (CG), Group Worksheet (WG), Other Group Work (OG)	
	One-on-One (1o1)	Group Clicker Question (CG), Group Worksheet (WG), Other Group Work (OG)	
	Clicker Question (CQ)	Individual Thinking (Ind), Group Clicker Question (CG)	
 Administering	Administering (Adm)	Listening (L)	 Assessment
		Test or Quiz (TQ)	
 Other	Other (O)	Other (O), Waiting (W)	 Other
	Waiting (W)	Other (O), Waiting (W)	

<u>Instructor Code</u>	<u>If...</u>	<u>then...</u>	<u>Student Code</u>
<p data-bbox="188 496 494 544">Lecturing (Lec)</p> 	<p data-bbox="575 386 932 615">your percentage of Lecturing (Lec) is higher than desired</p>	<ul data-bbox="983 451 1505 615" style="list-style-type: none"> • try Posing a Question (PQ) with a think-pair-share activity. 	<ul data-bbox="1561 451 2219 743" style="list-style-type: none"> • Individual Thinking (Ind) • Other Group Work (OG) • Whole Class Discussion (WC) • Answering Question (AnQ) • Student Question (SQ)
		<ul data-bbox="983 901 1442 1136" style="list-style-type: none"> • try adding a Clicker Question (CQ) and implementing a Follow-up (Fup) 	<ul data-bbox="1561 901 2219 1193" style="list-style-type: none"> • Individual Thinking (Ind) • Group Clicker Question (CG) • Whole Class Discussion (WC) • Answering Question (AnQ) • Student Question (SQ) 

Student Code	If...	then...	Student Code
<p data-bbox="290 405 504 444">Listening (L)</p> 	<p data-bbox="588 294 958 439">the percentage of Listening (L) is higher than desired</p>	<ul data-bbox="1047 351 1638 444" style="list-style-type: none"> • try to Following-Up (Fup) on a Student Presentation (SP). 	<ul data-bbox="1724 351 2290 679" style="list-style-type: none"> • Listening (L) in addition to: • Student Presentation (SP) • Whole Class Discussion (WC) • Answering Question (AnQ) • Student Question (SQ)
		<ul data-bbox="1047 815 1612 961" style="list-style-type: none"> • try adding a Clicker Question (CQ) and implementing a Follow-up (Fup) 	<ul data-bbox="1724 815 2290 1065" style="list-style-type: none"> • Individual Thinking (Ind) • Group Clicker Question (CG) • Whole Class Discussion (WC) • Answering Question (AnQ) • Student Question (SQ)

How do I introduce more codes in the *Guiding and Working and Talking* Category?

Below are some classroom activities we have observed in classrooms paired with the possible COPUS codes that could go with it.

Activity	Instructor COPUS Code	Student COPUS Code
<u>Think-Pair-Share</u>	1. Posing Question (PQ)	1. Individual Thinking (Ind) 2. Other Group Work (OG) 3. Whole Class Discussion (WC) 4. Answering Question (<u>AnQ</u>) 5. Student Question (SQ)
<u>Clicker Question</u>	1. Clicker Question (CQ) 2. Follow-up (<u>FUp</u>)	1. Individual Thinking (Ind) 2. Group Clicker Question (CG) 3. Whole Class Discussion (WC) 4. Answering Question (<u>AnQ</u>) 5. Student Question (SQ)
<u>Exit Ticket</u>	1. Posing Question (PQ)	1. Individual Thinking (Ind)
<u>Student Presentation</u>	1. Follow-up (<u>FUp</u>)	1. Student Presentation (SP) 2. Listening (L) 3. Whole Class Discussion (WC) 4. Answering Question (<u>AnQ</u>) 5. Student Question (SQ)

Instructor: "The bacterium *Staphylococcus aureus* causes skin infections commonly called staph infections. One antibiotic that has been used to treat staph infections is methicillin. However, resistance to this antibiotic has become a widespread problem. So, is evolution occurring?"

Student: "Yes, evolution is occurring".

Legend

Dialogic, interactive discourse

Authoritative, interactive discourse

Authoritative, interactive

Dialogic, interactive

"Correct, evolution is occurring as shown on the figure"

"What can you tell me about evolution?"

"Do you have any questions about the figure?"

Evaluating

Generative

Checking-in

"Explain why this population is or not evolving with regard to antibiotic resistance"

Connecting

"Can you elaborate on what you mean by that?"

Clarifying

"Would anyone like to share an experience they've had with antibiotic-related resistance?"

Contextualizing

"In the figure, what is the data showing?"

Constructing

"Why? Please justify your response"

Requesting

"Pair up with someone who had a different answer and determine who is correct"

Challenging

Instructor