Teacher:	Rater Name:		
Name of CER Device:	Date:		

Rating Guide:2 = Present and correct; 1 = Present, but needs improvement; 0 = Missing or incorrect

## **Cue-Do-Review Checklist**

1. Names the device  2. Explains how the device helps students listen to the explanation, answer questions, and respond when asked  3. Tells students they will do and what's expected (take notes, ask and answer questions, and (e.g., nod, look at the expectation and get ready (e.g., nod, look at the device, have pen/pencil)  DO  4. Utilizes the Linking Steps to lead the students in the creation of device write in the correct spaces  5. Elicits responses from students  6. Shapes student responses by asking questions and leading students to evaluate the accuracy of information on the device clearly and legibly  Review  8. Asks how the device links to and guides learning  9. Leads review of content by asking students questions about the main critical content  10. Reminds students to use the  Students attend to the device (look, listen, respond when asked expectation the explanation, answer questions, and respond when asked  Students follow the teacher in completing the device—write in the correct spaces  Students participate—offer ideas, respond to questions  Students engage in dialogue (offer opinions, debate, challenge others' responses, revise, ask questions)  Students take notes on their devices  Students respond with ways that the device can help them  9. Leads review of content by asking students questions about the main critical content  10. Reminds students to use the		Initial Content Enhancement Implementation (Full Lesson)			
1. Names the device  1. Names the device  2. Explains how the device helps students learn content (provides rationale)  3. Tells students they will do and what's expected (take notes, ask and answer questions, and contribute)  4. Utilizes the Linking Steps to lead the students in the creation of device  5. Elicits responses from students  6. Shapes student responses by asking questions and leading students to evaluate the accuracy of information  7. Writes information on the device clearly and legibly  Review  8. Asks how the device links to and guides learning  9. Leads review of content by asking students to use the  10. Reminds students to use the  Students state ather uses for	CUE	,			
1. Names the device introduction of the device (look, listen, respond)  2. Explains how the device helps students learn content (provides rationale)  3. Tells students they will do and what's expected (take notes, ask and answer questions, and contribute)  5. Utilizes the Linking Steps to lead the students in the creation of device  5. Elicits responses from students  6. Shapes student responses by asking questions and leading students to evaluate the accuracy of information  7. Writes information on the device delarly and legibly  8. Asks how the device links to and guides learning  9. Leads review of content by asking students content on the main critical content  10. Reminds students to use the  Students cather introduction of the device (look, listen, respond)  Students acknowledge the explanation, answer questions, and respond when asked expectation and get ready (e.g., nod, look at the device, have pen/pencil)  Students follow the teacher in completing the device—write in the correct spaces  Students follow the teacher in completing the device—write in the correct spaces  Students participate—offer ideas, respond to questions  Students engage in dialogue (offer opinions, debate, challenge others' responses, revise, ask questions)  Students take notes on their devices  Students respond with ways that the device can help them	Score	Teacher Behavior	Optional	Student Behavior	Evidence/Notes
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what's expected (take notes, ask and answer questions, and contribute)  ### A contribute  ### A contri		students learn content (provides		explanation, answer questions, and respond when	
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the students in the creation of device write in the correct spaces  5. Elicits responses from students  6. Shapes student responses by asking questions and leading students to evaluate the accuracy of information  7. Writes information on the device clearly and legibly  8. Asks how the device links to and guides learning  9. Leads review of content by asking students questions about the main critical content  10. Reminds students to use the  Students participate—offer ideacy write in the correct spaces  Students participate—offer ideacy students engage in dialogue (offer opinions, debate, challenge others' responses, revise, ask questions)  Students engage in dialogue (offer opinions, debate, challenge others' responses, revise, ask questions)  Students responses from students on their devices  Students respond with ways that the device can help them  Students understand/can state the main learning points	DO				
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7. Writes information on the device clearly and legibly  Review  8. Asks how the device links to and guides learning  9. Leads review of content by asking students questions about the main critical content  10. Reminds students to use the  Students take notes on their devices  Students take notes on their devices  Students respond with ways that the device can help them  Students understand/can state the main learning points		asking questions and leading students to evaluate the accuracy		Students engage in dialogue (offer opinions, debate, challenge others' responses,	
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students questions about the main critical content state the main learning points  10. Reminds students to use the Students state other uses for				that the device can help	
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	Content Enhancement Routine (Lesson Continuation/Review or Student Directed)				
CUE	•		,		
Score	Teacher Behavior	Optional	Student Behavior	Evidence/Notes	
	1. Asks students to find the device		Students locate the device and put it on their desks		
	2. Asks students questions to review the content of the device		Students answer questions, state the main learning points, and ask questions		
	3. Tells students the expectations (e.g., take notes, ask and answer questions, contribute)		Students acknowledge the expectations and get ready (e.g., nod, look at the device, have pen/pencil)		
DO					
	Facilitates: 4. Review 5. Adding to the device 6. Use of the device for class work		<ul> <li>Students are engaged in: <ul> <li>Large-/small-group</li> <li>review</li> <li>Cooperative learning</li> <li>groups</li> <li>Independent use of</li> <li>device</li> </ul> </li> </ul>		
	7. Elicits responses from students		Students participate—offer ideas, respond to questions		
	8. Shapes student responses by asking questions and leading students to evaluate the accuracy of information		Students engage in dialogue (offer opinions, debate, challenge others' responses, revise, ask questions)		
	9. Adds information to the device as needed		Students take notes		
Revi	iew				
	10. Asks how the device links to and guides learning		Students respond with ways that the device can help them		
	11. Leads review of content		Students understand/can state the main learning points		
	12. Reminds students to use the device		Students state other uses for the device		

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