

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

<b>Initial Content Enhancement Implementation (Full Lesson)</b>				
<b>CUE</b>				
Score	Teacher Behavior	Optional	Student Behavior	Evidence/Notes
	1. Names the device		Students attend to the introduction of the device (look, listen, respond)	
	2. Explains how the device helps students learn content (provides rationale)		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 contribute)		Students acknowledge the expectation and get ready (e.g., nod, look at the device, have pen/pencil)	
<b>DO</b>				
	4. Utilizes the Linking Steps to lead the students in the creation of device		Students follow the teacher in completing the device—write in the correct spaces	
	5. Elicits responses from students		Students participate—offer ideas, respond to questions	
	6. 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)	
	7. Writes information on the device clearly and legibly		Students take notes on their devices	
<b>Review</b>				
	8. Asks how the device links to and guides learning		Students respond with ways that the device can help them	
	9. Leads review of content by asking students questions about the main critical content		Students understand/can state the main learning points	
	10. Reminds students to use the device during instruction and for assessment		Students state other uses for the device	

\_\_\_\_\_ /20 = \_\_\_\_\_ %      # of 0s \_\_\_\_\_

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<b>Content Enhancement Routine (Lesson Continuation/Review or Student Directed)</b>				
<b>CUE</b>				
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)	
<b>DO</b>				
	Facilitates: 4. Review 5. Adding to the device 6. Use of the device for class work		Students are engaged in: <ul style="list-style-type: none"> <li>• Large-/small-group review</li> <li>• Cooperative learning groups</li> <li>• Independent use of device</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	
<b>Review</b>				
	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	

\_\_\_\_\_ / 24 = \_\_\_\_\_ %

# of 0s \_\_\_\_\_