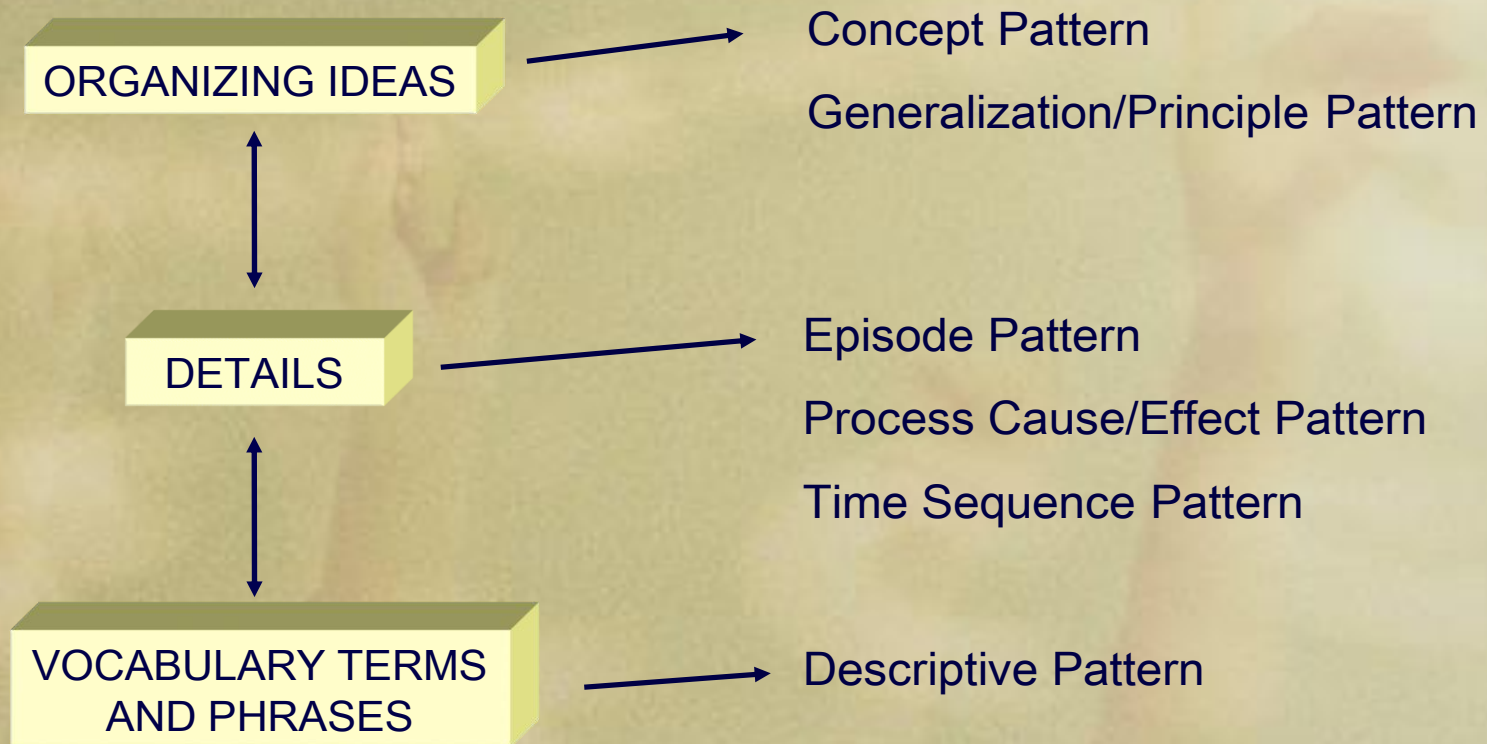
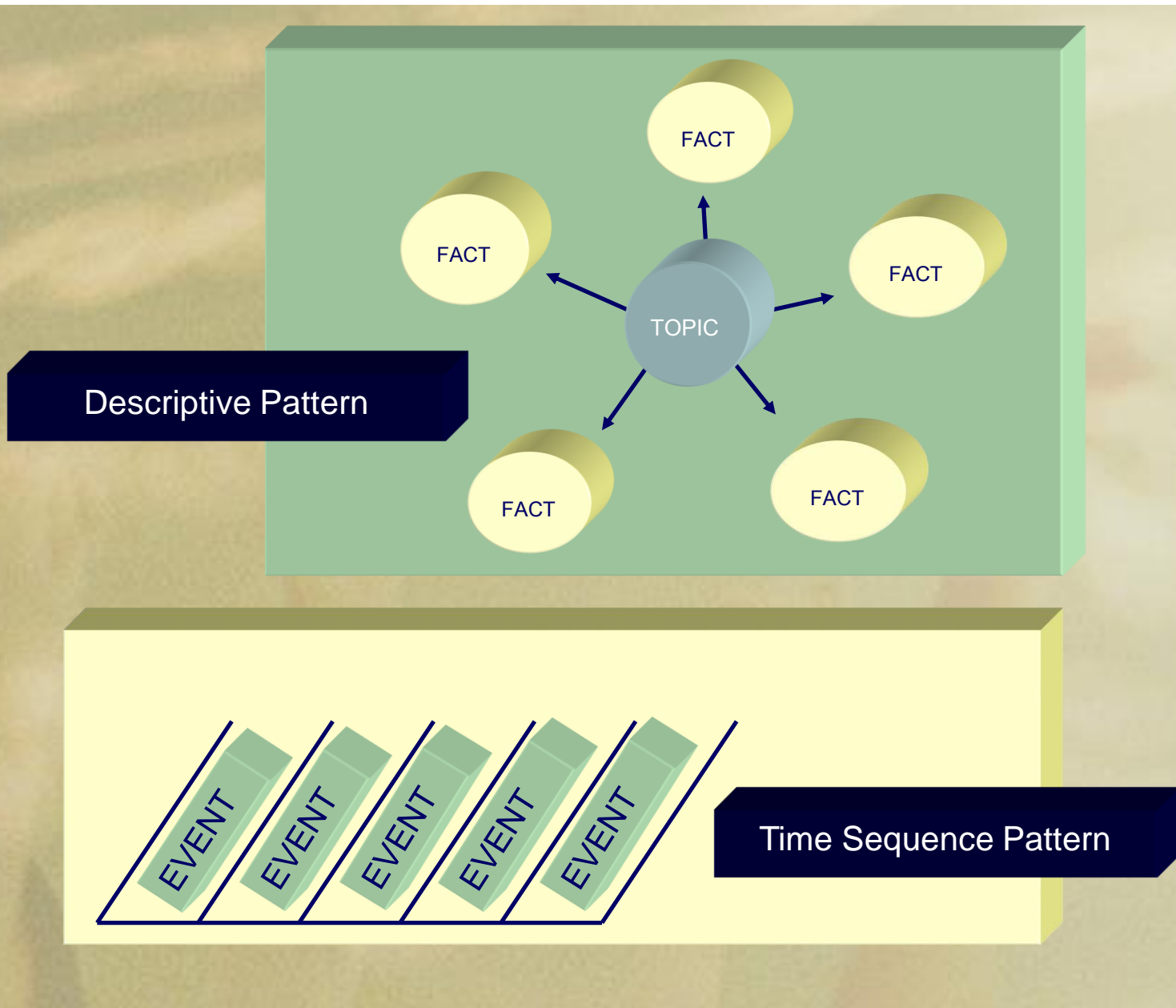
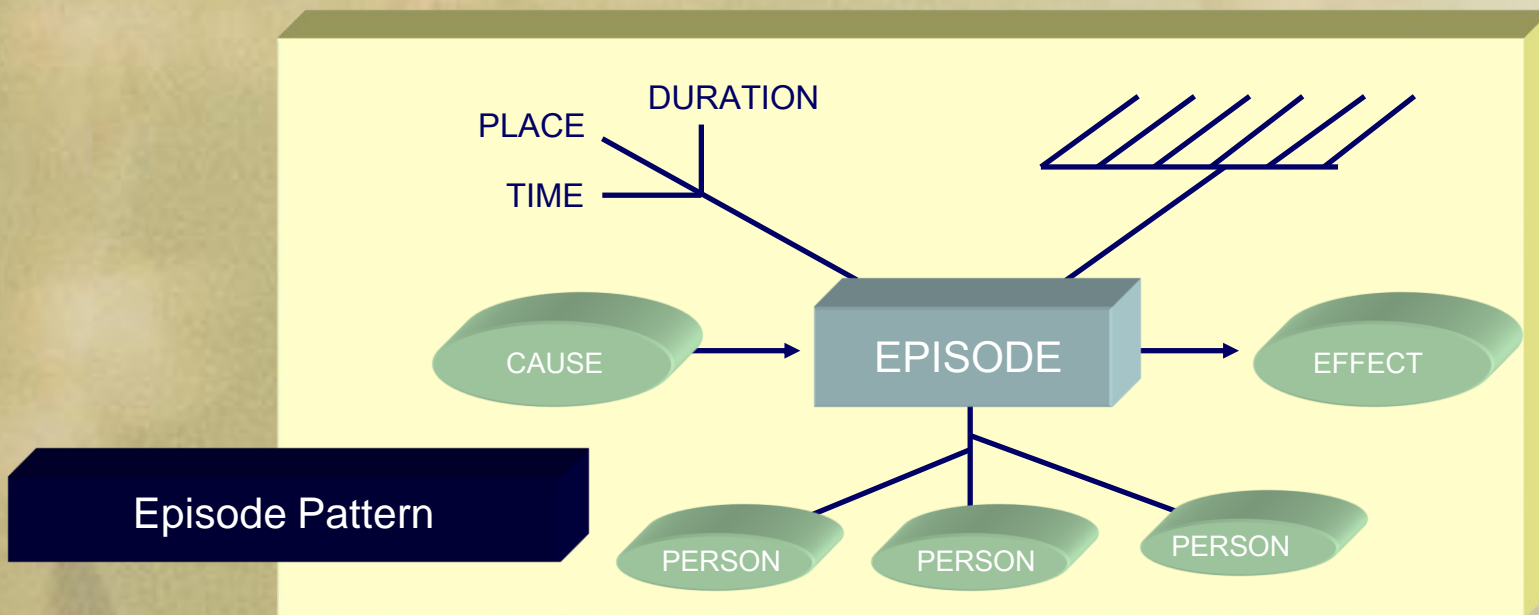
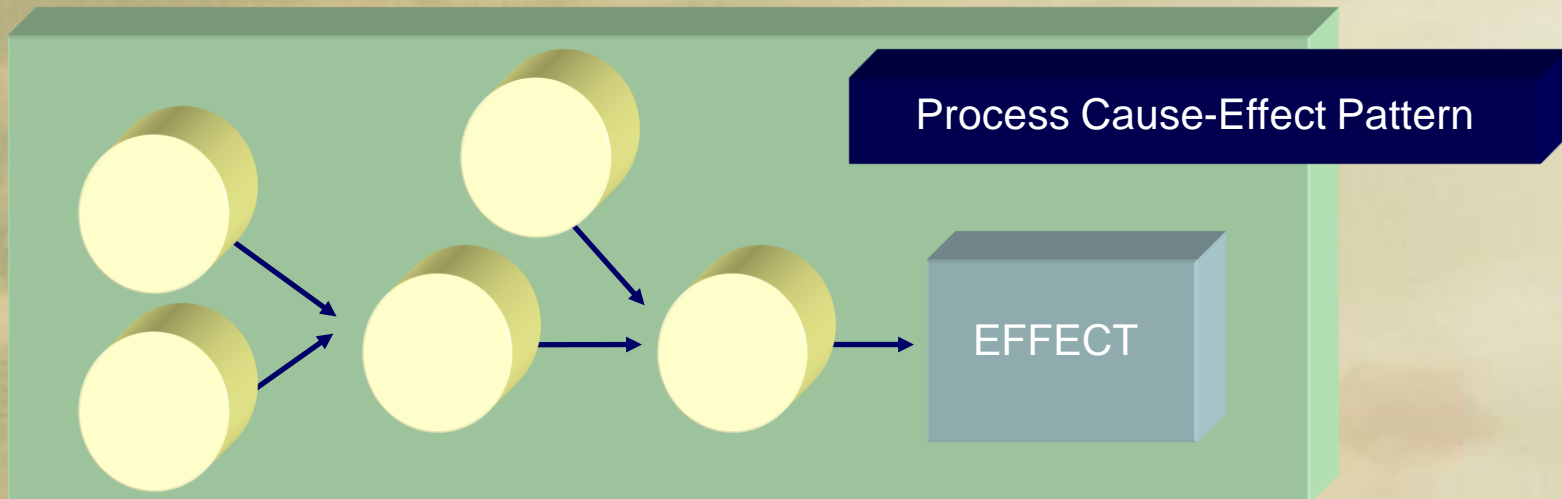


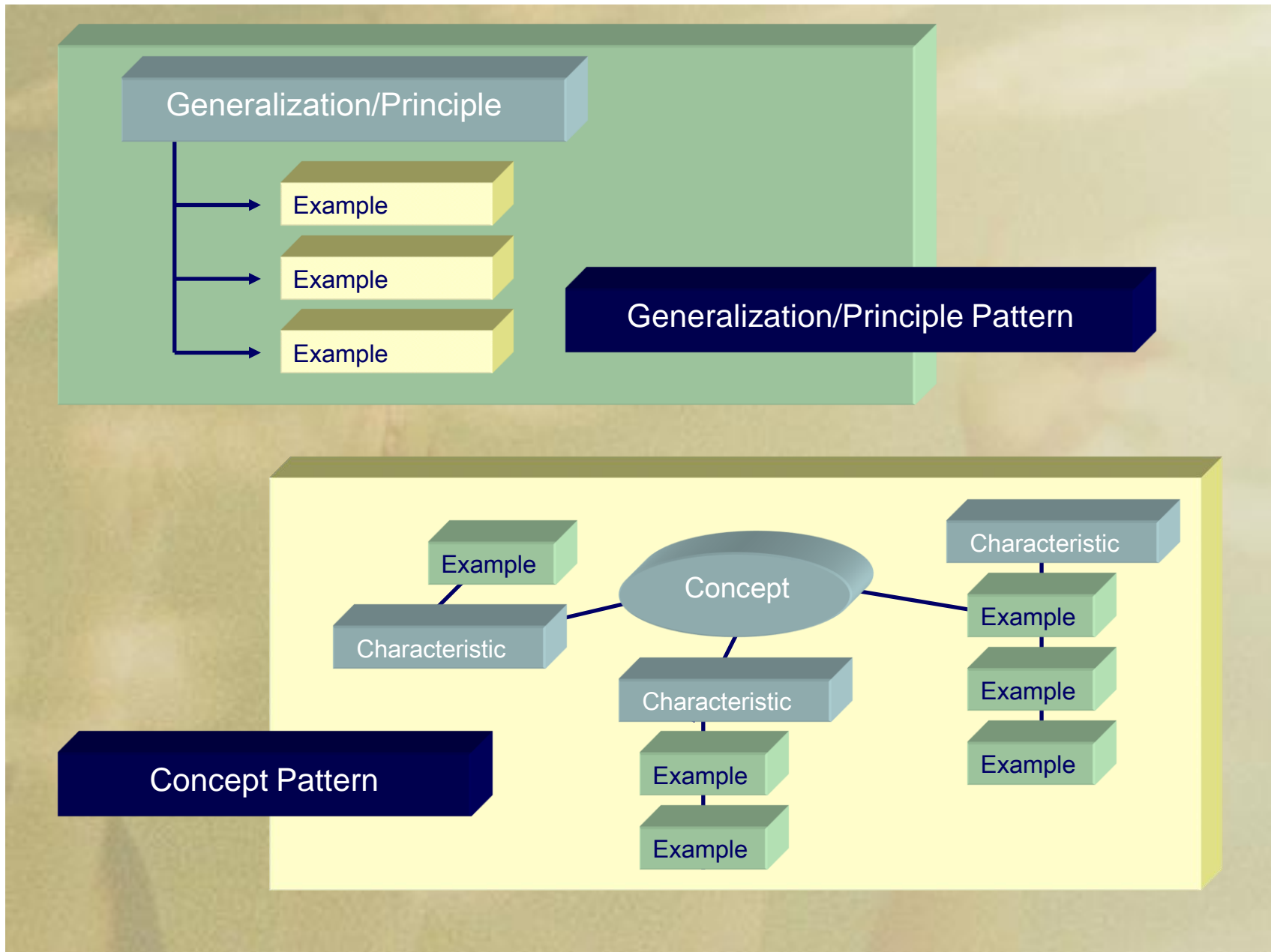
## 1. Use graphic organizers to represent knowledge.

Information or declarative knowledge can be organized into patterns that help students see different relationships and connections.











## Rubric For Nonlinguistic Representation

4	The student's representation indicates a detailed understanding of the information important to the topic.
3	The student's representation indicates a complete understanding of the information to the topic.
2	The student's representation indicates an incomplete understanding of the topic or misconceptions about some of the information. However, the student shows a basic understanding of the topic.
1	The student's representation indicates an understanding of the topic that is so incomplete or has so many misconceptions that the student cannot be said to understand the topic.
0	Not enough information to make a judgment.

<b>How well do I incorporate the research and theory on creating nonlinguistic representations?</b>				
	Not at all		To a great extent	
<b>To what extent do I.....</b>				
Clearly identify the knowledge students will use to generate representations?	1	2	3	4
Clearly communicate the strategy that students will use to generate representations?	1	2	3	4
Make sure students know how to use the strategy that I want them to use to represent knowledge?	1	2	3	4
Over time, collect evidence about my students' proficiency at using a variety of methods to represent knowledge?	1	2	3	4