

Standard	Indicator	Level:	Reasons for Evaluation Scores
S3. Students engage in meaning making through discourse and other strategies	1. Teacher provides opportunities for extended productive discourse between the teacher and the student(s) and among students	3	During this lesson there are opportunities for productive discourse. At various points in the lesson, the teacher engages in question and answer periods with the students related to their investigations that require students to provide explanations related to their evidence. The students appear to be engaged in collaboration during their investigation – they discuss their findings, and in the second investigation they have to come up with a group design solution, which involves them in discussion.
	2. Teacher provides opportunities for all students to create and interpret multiple representations	4	The teacher effectively structures opportunities to use and create multiple representations through a series of hands-on activities. The students engage in discussion, they create sandcastles, apply water and wind to them, and then record their findings. The students use materials to make a design to solve the problem of erosion, then they create and test the design.
	3. Teacher assists all students to use existing knowledge and prior experience to make connections and recognize relationships	3	The teacher uses adequate strategies to help students extend their initial ideas about erosion and the effects of wind and water. She also helps the students make connections between claims and evidence, which they have learned about in prior lessons.

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	4. Teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students	3	The students appear to work well together in groups, although the extent to which they support each other's learning during their assigned tasks is not clear. The students seem comfortable sharing ideas in front of the whole class. The teacher structures the collaborative work so that each student takes on a specific role during the first investigation (e.g., measurer, applier of wind or water, recorder). The teacher is respectful of the students and clearly has high expectations for all of them.