

Standard	Indicator	Level: Individual/ Consensus	Reasons for Evaluation Scores
S1. New learning is connected to prior learning and experience	1. Teacher activates all students' initial understanding of new concepts and skills	4	The teacher begins by asking the students what “collaborate” means, then asks them to come up with answers to questions related to collaboration, which the teacher has provided. Students are given time in small groups to discuss their ideas, and then each student records his or her ideas on post-it notes. In this way, the teacher activates students' initial understanding. All students are required to participate in the activity, so the teacher receives a score of 4.
	2. Teacher makes connections explicit between previous learning and new concepts and skills for all students	2	At the beginning of the lesson, the teacher tells the students that the focus of the lesson is effective collaborative discussions. The teacher does not connect this to any prior learning on collaborative discussions. However, later in the lesson, she tells the students that they are going to apply what they have learned about collaborative discussions to their discussion of a text they are reading.
	3. Teacher makes clear the purpose and relevance of new learning for all students	3	The teacher does not make clear at the beginning of the lesson what the purpose of learning about collaborative discussions is or how it will benefit students' learning. Later in the lesson, the teacher tells the students that they are going to apply what they have learned about collaborative discussions to their discussion of a text they are reading, using the success criteria. After the teacher has interpreted evidence, she reminds the students of the criteria.
	4. Teacher provides all students opportunities to build on or challenge initial understandings	3	During the discussion of text, students build on their initial understanding of collaborative group work and engage with each other, responding to the questions that the teacher poses to prompt the discussion. The teacher reminds the students that they are to ask each other questions and link each other's ideas.

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S2. Learning tasks have high cognitive demand for diverse learners	1. Tasks purposefully employ all students' cognitive abilities	3	The tasks are sufficiently broad that all students can find an entry point. The tasks are also structured so that students are able to contribute—beginning with eliciting the knowledge of what collaboration means and then continuing through to applying to specific texts what students discussed through their series of tasks.
	2. Tasks place appropriate demands on each student	3	All students appear to participate in the range of tasks. When the teacher notices that they are not asking questions, she makes this a teaching point by reminding students that they need to be asking each other questions. Thereafter, the students begin asking questions of one another.
	3. Tasks progressively develop all students' cognitive abilities and skills	4	The teacher builds students' understanding, starting with the question related to what they think collaboration means, followed by a prompted discussion about effective collaboration. This is followed by another discussion in which students have to jointly come up with one agreed-upon idea. Next, the students are asked to apply their understanding by collaborating in a discussion about texts that they have been reading. The teacher notices that the students are not asking each other questions, so she points this out, and they focus on asking questions in a subsequent discussion.

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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	The teacher structures discussion at the beginning of the lesson. Students are in small groups and discuss the questions. The teacher then asks the students to decide together which is the best criterion from their group for effective collaboration. Both opportunities involved students in discourse. The students use the specific discussion strategies the teacher has asked them to focus on, which, based on the available evidence, involves students mainly responding with “I agree.” The students later ask each other questions, when they are reminded to do so. It is unclear how “productive” the discourse is, and for this reason the teacher scores a 3.
	2. Teacher provides opportunities for all students to create and interpret multiple representations	4	The teacher provides the students with a large poster on which she has written questions for discussion. After discussion, the students write their ideas on post-it notes and place them on the poster. They write their joint idea of what makes an effective collaborative discussion on a sentence strip. They also represent their ideas orally in discussion.
	3. Teacher assists all students to use existing knowledge and prior experience to make connections and recognize relationships	2	The teacher begins the lesson by asking the students what “collaboration” means. Once the teacher has provided two success criteria, students are asked to add on to them based on their ideas from the prior discussion. (Note that the teacher does not use the students’ suggestions as criteria for the lesson, so it is unclear what purpose this task serves.)

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	4. Teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students	4	We see explicit structures in place for collaborative work, and the students engage in collaborative discussion. They appear to listen to each other and seem used to working in this way. The students appear comfortable with each other and with the teacher.

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S4. Students engage in metacognitive activity to increase understanding of and responsibility for their own learning	1. Teacher and all students understand what students are learning, why they are learning it, and how they will know if they have learned it	3	The teacher provides the students with a clear learning goal and success criteria (“I can” statements). However, the learning goal is not entirely consistent in the initial framing of the lesson: “What makes group discussions really effective, and what it means to collaborate in a small group.” Nor is it clear that the criteria came from the student discussions. However, the students appear to know what is expected of them, and the teacher refers to the criteria later in the lesson.
	2. Teacher structures opportunities for self-monitored learning for all students	4	After one of the discussions, the teacher asks the students to reflect on how well they were asking questions. At the end of the lessons, students are given a self-assessment chart and asked to think on an individual basis about their participation in the group work.
	3. Teacher supports all students to take actions based on the students’ own self-monitoring processes	3	The teacher asks the students what they need to do to improve. One student suggests that they are saying what they want to say but not asking each other questions. It is not evident that all students are able to take action and, for this reason, the teacher is receives a score 3.

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S5. Assessment is integrated into instruction	1. Teacher plans on-going learning opportunities based on evidence of all students' current learning status	N/A	Evidence for this indicator is obtained from other sources (see guide).
	2. Teacher aligns assessment opportunities with learning goals and performance criteria	4	The teacher has established learning goals and success criteria and collects evidence through observation and listening. She also provides students with a self-assessment sheet to use in considering their own learning against the success criteria.
	3. Teacher structures opportunities to generate evidence of learning during the lesson for all students	4	The teacher moves around the classroom listening to student discussion and taking notes relative to the success criteria. In this way, the teacher's assessment opportunities are aligned with the goal and performance criteria. Student self-assessment is also part of the teacher's evidence gathering.
	4. Teacher adapts actions based on evidence generated in the lesson for all students	4	The teacher interprets the evidence and shares her interpretation with the students, noting that they were meeting one success criterion but not the other. The teacher then redirects the students to focus on the second criterion, which they do.