

Standard	Indicator	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	In preparation for applying what they already know about similes, metaphors and analogies in their writing, the teacher activates students' initial understandings through her questions and the student responses that provide examples of each one.
	2. Teacher makes connections explicit between previous learning and new concepts and skills for all students	In her narrative, the teacher states that the students are working on incorporating similes, metaphors and analogies into their writing. She begins the lesson by eliciting their prior knowledge about these literary devices, asking students to provide examples of each one. While it is likely that this strategy makes connections for all students, more evidence would be needed to judge if connections are made for all students. The teacher also tells the students that they are going to apply this knowledge in their writing, connecting new and previous learning.
	3. Teacher makes clear the purpose and relevance of new learning for all students	Beyond telling the students that they will be using specific literary devices in their writing, the teacher does not make clear what the purpose and relevance of their learning is, nor does she connect what the students are asked to do in the lesson to longer-term goals. In her narrative, the teacher explains that the lesson activities are part of a larger goal of supporting the students to become better thinkers and smarter writers. However, she does not tell the students this. For the teacher to score higher, an evaluator would need to obtain more evidence, for example, asking students what the purpose of their learning is and why it is relevant to them.
	4. Teacher provides all students opportunities to build on initial understandings	The teacher provides an authentic context for writing – constitutional issues. They will apply what they know about specific literary devices in their writing. Before they begin writing, the teacher asks for examples of each of the literary devices. The teacher also offers support for students who request it before they begin writing. In this way, the teacher employs adequate strategies to assist students in bridging initial conceptions to targeted learning.