

Standard 3	Indicator	Level	Reasons for Level Score
S3. Students engage in meaning making through discourse and other strategies	I1. Teacher provides opportunities for extended productive discourse between the teacher and the student(s) and among students	4	There are many opportunities for productive discourse in this classroom. These range from teacher questions that prompt extended responses from students, partnertalk, and talk in the round robin groups. Their talk is centered on making meaning of the high level ideas in the text. Students participate in reciprocal and sustained interactions in pairs, small groups, and with the teacher. This enables them to articulate and deepen their developing understanding of the text. All students are able to engage in this kind of discourse and for this reason the teacher scores at level 4.
	I2. Teacher provides opportunities for all students to create and interpret multiple representations	4	Students are given a graphic organizer to help them identify the “five strategies” that Dr. King talks about. They read the text individually, underline the main ideas, then they discuss their ideas in their table groups. This discussion provides another form of representation for students.

Standard 3	Indicator	Level	Reasons for Level Score
S3. Students engage in meaning making through discourse and other strategies	I3. Teacher assists all students to use existing knowledge and prior experience to make connections and recognize relationships	3	At the beginning of the lesson segment the teacher spends time connecting the ideas the students are going to read about to their own experiences. The kinds of questions the teacher asks (e.g., what does that mean to you?) help students make connections. Some students make connections with Abraham Lincoln (prior reading) and the teacher assists them to think about this connection in their group. Toward the end of the segment when the teacher goes over the main points the students have identified so far, he again relates them to the students' own lives. Overall, the teacher uses adequate strategies to help students see connections between prior and current learning (through discussion). These connections would have needed to be addressed more explicitly and in more depth (with more variety) to receive a score of 4, for example through answering text dependent questions that required students to make the connections between the previous and present learning.
	I4. Teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students	4	The students are seated in groups to permit collaborative work. Students appear familiar with the classroom routines, comfortable in answering questions, they appear to listen respectfully to each other and they build on each other's ideas. Students are clearly used to providing extended answers and to working with partners and in groups to share and build ideas. The teacher clearly has high expectations for all students and is very respectful of them. For these reasons, he receives a score of 4.