

Standard	Indicator	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	There are limited opportunities for extended discourse during the lesson. The teacher asks questions and when students respond she makes an evaluative comment (they are all positive). When a small group of students gathers for additional support there is an exchange between the teacher and among students to assist one student to solve her problem. Because there are no other extended opportunities for discourse in the video clip, the teacher scores 2. However, given the nature of the evident rapport among students and between teacher and students, it is likely that extended discourse is a feature of this classroom. For the teacher to score higher than 2, an evaluator would need more evidence of instances of extended discourse.
	2. Teacher provides opportunities for all students to create and interpret multiple representations	The students represent their thinking about literary devices when they respond to the teacher's questions at the beginning of the lesson, and then they represent their understanding by using these devices in their writing. In this way, she adequately structures opportunities for students to create representations.
	3. Teacher assists all students to use existing knowledge and prior experience to make connections and recognize relationships	At the beginning of the lesson, the teacher helps students make connections between what they know about specific literary devices and what they are going to do in their writing. In the small group work that the teacher leads, she assists the students to see connections to something they already know about so that they can engage with the writing task.

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	<p>4. Teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students</p>	<p>It appears that there is a positive affective environment and that students are accustomed to, and comfortable with, the classroom routines. They are willing to say when they do not understand something without fear of ridicule from their peers. The teacher provides the students with autonomy for determining when they understand something and when they need more help.</p>