

Standard 4	Indicator	Reasons for Level Score
<p>S4. Students engage in metacognitive activity to increase understanding of and responsibility for their own learning</p>	<p>I1. Teacher and all students understand what students are learning, why they are learning it and how they will know if they've learned it.</p>	<p>The teacher articulates the learning goal and performance criteria in terms of the reading task (critically analyzing Dr. King's writing and understanding the concept of non-violence). He tells the students that their job is to figure out what Dr. King means by non-violent action. Beyond this he specifies that they are to pull out 5 strategies for non-violence from the text. Some of the students share out their understanding and the teacher also provides clarifying comments. Together they state that the intended learning is to better understanding non-violence through reading an MLK speech, to become better readers through the close reading process, and to be better able to handle themselves in difficult situations. This shows that students understand what the intended learning is and why they are learning it.</p>

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	I2. Teacher structures opportunities for self-monitored learning for all students	Apart from toward the end of the segment, when the teacher asked the students to think about the points they had identified so far from the text, there was little evidence of structured opportunities for self-monitoring.
	I3. Teacher supports all students to take action based on the students' own self-monitoring process	There was no evidence of the teacher supporting students to take actions based on their own self-monitoring.