

Standard	Indicator	Reasons for Evaluation Scores
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	At the beginning of the lesson the teacher reviews the lesson objective with the students – to use similes, metaphors and analogies in their writing. She does not clarify why the students are doing this and does not connect the lesson to longer- term goals. Other than indicating that the goal is to incorporate specific literary devices in their writing, she does not make the performance criteria explicit.
	2. Teacher structures opportunities for self-monitored learning for all students	Before the students move to independent writing, she asks them to evaluate themselves using three categories, identified as a, b, c, for which she explains the criteria. In her narrative, the teacher explains that she engages the students in these practices three to four times per week.
	3. Teacher supports all students to take actions based on the students' own self-monitoring processes	Based on their self-assessment, the students make a decision about what they will do next-- either move to independent work or to a group where they can ask clarifying questions or participate in a discussion to develop their understanding further.