

**Question 1 - Student Led Discussion: From mostly teacher led toward student initiated and enhanced discussion**

1-5

Student driven/initiated discussion is minimal. Student response may be one word or short answers

Student discussion initiates, promotes, or sustains learning by using appropriate knowledge, adheres to rigor in thinking, draws on evidence appropriate to the text/activity, and follows the rules of reasoning. Students respond to or build upon what others have said through relevant observations, ideas, opinions, or more information.

**Question 2 - Classroom Activity Tasks: From students passively receiving information toward students actively engaging in the content**

1-5

Tasks are designed to reinforce content  
Where students may engage individually.  
Tasks may be simple recall of the instruction  
Just received with minimal extension of the  
Student's learning.

Tasks are designed to extend student learning of previously taught, or newly Introduced, concepts and standards. Students have the opportunity to work collaboratively with their peers through a variety of settings which may include: literature circles, Socratic seminars, and small groups. Tasks promote Critical thinking and the discovery and exploration of new and previously taught concepts.

**Question 3 - Questioning: From questions that seek expected answers toward questions that illuminate and deepen student understanding.**

1-5

Teacher uses traditional approach of initiating Questions, waiting for student response and Then evaluating student response.

Teacher facilitates and orchestrates the questions and opportunities that advance student thinking, deepen students' understanding, make the thinking more visible, provide insights into student reasoning and promote meaningful reflection through student to student or student to teacher dialogue. The teacher listens while students engage with each other.

**Question 4 - Formative Assessment: From teaching so that students can recall or repeat toward teaching so that students can extend and strategically apply their understanding.**

1-5

Embedded into the lesson are simple checks  
For basic mastery, including recall, repetition,  
And basic applications of skills/concepts.

Assessment processes build metacognition, increase student motivation and results in self-regulated learners. Samples include: student-generated Summaries, responses to quick writes and reflections, the use of checklists, charts, graphic organizers, short quizzes, and other visual representations, which may be common amongst grade bands or departments, is regularly incorporated into the instructional block.

**Question 5 - Targeted Feedback: From general feedback to groups of students/whole class toward standards-driven, student-focused specific feedback**

1-5

Feedback to students or groups of students is  
general, offering praise or critique to a direct  
question.

Feedback is used to facilitate discussion, add to content rich conversation, pose a challenge or raise a probing question.