

Ineffective	Evidence	Developing	Evidence	Accomplished	Evidence	Exemplary	Evidence
A few students dominate the discussion	I have noticed that I sometimes will have one or two students that dominate the discussion. For example, Greg and Jazzmen were the two students that answered questions when I performed my FAL on algebraic expressions. I wasn't aware I was making that mistake.	Teacher frames some questions designed to promote student thinking, but only a small number of students are involved., Teacher invites students to respond directly to one another's ideas, but few students respond	I did frame the questions (example-are you sure? or Is that answer correct? Why?). Only a few were involved in answering the deeper thinking. The others hung back. I invited them to comment on my work and others. I did get more responses than normal, but not as much as I had hoped.	Teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers., Teacher makes effective use of wait time, Teacher calls on most students, even those who don't initially volunteer, Teacher asks student to comment on another student's idea, and that student directs comment to the first student, instead of to the teacher.	The questions I asked about if something was always, sometimes, or never true sparked a lively conversation amongst the students. They argued about the problems between themselves to arrive at a conclusion. Then, I would direct another question at them and wait for a response. Since I have a talkative group, I didn't have to wait long.	Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition, Students formulate many questions, initiate topics, and make unsolicited contributions., Students initiate higher-order questions, Students extend the discussion, enriching it	I used a variety of approaches to make sure the problems were being properly thought about(Can you prove that?, Why do you think that? Is there something you can add to her explanation?). The students argued the problems and made contributions like: "But what if I put a negative for x?", or " What happens when $x = 3$...I think the answer on both sides would be 36...Another student responds: "But, that's $(x-3)^2$ and you have to figure that out different".
Questions do not invite student thinking, All discussion is between teacher and students; students are not invited to speak directly to one another, A few students dominate the discussion	I observed a 1st grade language arts lesson of a new teacher. She struggled throughout the lesson. Her questions were limited.						
A few students dominate the discussion		Teacher invites students to respond directly to one another's ideas, but few students respond, Teacher calls on many students, but only a few actually participate in the discussion		Teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers., Teacher makes effective use of wait time, Teacher effectively builds on student responses to questions, Teacher calls on most students, even those who don't initially volunteer		Students formulate many questions, initiate topics, and make unsolicited contributions., Students initiate higher-order questions	
Questions are rapid-fire, and convergent with a single correct answer, Questions do not invite student thinking, All discussion is between teacher and students; students are not invited to speak directly to one another, A few students dominate the discussion	Worksheet Teacher Sage on the Stage	Teacher frames some questions designed to promote student thinking, but only a small number of students are involved.	Engagement is weak in this classroom. Students that participate are those that are well behaved. Management of the classroom is weak.		This teacher is in the red alert list and needs major help. She is a veteran teacher that is not adapting to modern times.		This teacher is in the red alert list and needs major help. She is a veteran teacher that is not adapting to modern times.
				Teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers., Teacher makes effective use of wait time, Teacher effectively builds on student responses to questions, Many students actively engage in the discussion, Teacher asks student to comment on another student's idea, and that student directs comment to the first student, instead of to the teacher.	The teacher did a good job on getting all students involved in the lesson. She would ask questions about different ways to solve a problem etc... She would sometimes call on students or students would give responses as a group. She asked higher level questions as well as questions that are at the level of the class. The teacher would also allow a student to go to the promethean board to show his or her solution to the problem.		

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		Teacher calls on many students, but only a few actually participate in the discussion, Many questions are of the 'recitation' type, such as "What is the measure of a right angle?"	Teacher didn't apply the "no opt out" strategy. The same students answered the teachers questions even those students were not asked to justify their answers.				
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				Teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers., Teacher makes effective use of wait time, Teacher effectively builds on student responses to questions, Teacher calls on most students, even those who don't initially volunteer	This was a 4th grade math teacher. She is a first year teacher that instructs her students like an experienced teacher. Throughout the lesson she frequently asked "how did you know that was the answer" or "what was your thought process". She called on a variety of students and would wait until they answered. You could tell that her students were very comfortable with asking and answering the teacher and each other.		
				Teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers., Teacher effectively builds on student responses to questions, Discussions enable students to talk to one another without ongoing mediation by the teacher, Many students actively engage in the discussion, Teacher asks student to comment on another student's idea, and that student directs comment to the first student, instead of to the teacher.	Pre planning questions, asking students to justify and agree or disagree with previous responses Students questioning each other		

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		Teacher frames some questions designed to promote student thinking, but only a small number of students are involved., Teacher calls on many students, but only a few actually participate in the discussion	Thinking questions are used, need to work on moving the discussion forward to engage additional students in the discussion. Many students are called on, however, the discussion seems to stall.	Teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers., Teacher makes effective use of wait time, Teacher calls on most students, even those who don't initially volunteer	Questions are open ended, but again, the discussion has a tendency to stall. Moving the discussion forward is the challenge. Wait time is given, students are provided with a chance to organize their thoughts in order to provide a response. Follow up questions need to be better implemented to move along discussion. Multiple students are called on, even those who do not raise their hand or volunteer.		
		Teacher calls on many students, but only a few actually participate in the discussion, Many questions are of the 'recitation' type, such as "What is the measure of a right angle?"		Teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers., Teacher makes effective use of wait time, Teacher effectively builds on student responses to questions, Teacher calls on most students, even those who don't initially volunteer			
		Teacher frames some questions designed to promote student thinking, but only a small number of students are involved., Teacher invites students to respond directly to one another's ideas, but few students respond, Teacher calls on many students, but only a few actually participate in the discussion	The teacher does a great job asking questions and waiting for replies. The students still struggle with addressing each other rather than the teacher. Raise hand, wait to be called on, talk to teacher. A few students dominate, but teacher tries to pull in other students. When students do not have a reply, teacher directs student to ask another and then respond to that student. Ends with that response.	Teacher makes effective use of wait time, Teacher effectively builds on student responses to questions, Teacher calls on most students, even those who don't initially volunteer	Wait time is more than adequate even with long moments of silence. Students eventually respond or know to ask another student. Questions are open ended and have multiple entry points. Most students are called upon to contribute to class and students are expected to reply to the class or ask a peer first and then respond. Plural form is used. Tank, pair, share was used.		
						Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition, Students formulate many questions, initiate topics, and make unsolicited contributions., Students themselves ensure that all voices are heard in the discussion., Students initiate higher-order questions, Students extend the discussion, enriching it, Students invite comments from their classmates during a discussion.	Teacher questions require students to think. Students questions are rarely directly answered by teacher, but teacher asks questions back to students in order to help them discover or think about responses or solutions. Students in this classroom are even beginning to respond to peer questions with questions that might help the asker think about the question. This is a strategy that students have practiced and they are beginning to use it. If they know the answer to someones question, they are trying to help each other think by asking questions back. AWESOME!!!!

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Questions are rapid-fire, and convergent with a single correct answer. All discussion is between teacher and students; students are not invited to speak directly to one another	ping-pong between the teachers and student	Teacher frames some questions designed to promote student thinking, but only a small number of students are involved.	The teacher did give a high level question to her class (which is in groups); not all of the students were engaged and in a couple of the groups there was one student who was doing all the work. She did ask for a 'reporter' to talk about it- however the one that did the work talked.	Teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers., Teacher makes effective use of wait time, Teacher effectively builds on student responses to questions	Pockets of this - especially in using the FAL's. They're designed to guide one through good/open-ended questions.		
		Teacher invites students to respond directly to one another's ideas, but few students respond	Students don't discuss math in their groups they work with a partner but discussion of learning or questioning is not evident.	Teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers., Teacher makes effective use of wait time, Teacher effectively builds on student responses to questions, Discussions enable students to talk to one another without ongoing mediation by the teacher, Teacher calls on most students, even those who don't initially volunteer, Many students actively engage in the discussion	Students actively engage in math discussions adding new ideas to help further math knowledge. Students are thinking about new ways to solve problems with teacher questioning.	Students formulate many questions, initiate topics, and make unsolicited contributions., Students themselves ensure that all voices are heard in the discussion., Students extend the discussion, enriching it	Students are in control of their learning with very little teacher prompting. Students lead conversations and discover new ways to solve problems
				Teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers., Teacher makes effective use of wait time, Teacher effectively builds on student responses to questions, Teacher calls on most students, even those who don't initially volunteer	"Joe, can you explain Amanda's answer?" "Did anyone do this problem a different way?" "Nick, do you agree or disagree with Ashley's answer? "Why or why not?" Wait time was used and all students were expected to have an answer ready in case the teacher called on them.		
Questions are rapid-fire, and convergent with a single correct answer		Teacher invites students to respond directly to one another's ideas, but few students respond		Teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.		Students extend the discussion, enriching it	
		Teacher invites students to respond directly to one another's ideas, but few students respond	When students are called on to give a response to another student, they give a response to the teacher, not the student.	Teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers., Teacher makes effective use of wait time, Teacher effectively builds on student responses to questions, Discussions enable students to talk to one another without ongoing mediation by the teacher, Teacher calls on most students, even those who don't initially volunteer, Many students actively engage in the discussion	Teacher asks, "What does this function tell us about its graph?" Teacher uses wait time. Students think about their answers and then teacher calls on one student. The student says, "It tells us the vertex is (4, 2)." Teacher calls on another student. That student says, "Well, if you multiply it out, it tells us where it crosses the x-axis." Another student responds to the teacher (not the student) that you could also put it in standard form and find the y-intercept.		

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		Teacher frames some questions designed to promote student thinking, but only a small number of students are involved.	Wait time needs to be developed more. Several students in the class were not very involved in their group.	Teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers., Discussions enable students to talk to one another without ongoing mediation by the teacher	Open ended question was evident. Students worked as a group to develop the best answers possible based on their previous individual work.		
				Teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers., Teacher makes effective use of wait time, Teacher effectively builds on student responses to questions	Teacher used wait time effectively and called on different students. Teacher helped facilitate discussions and questions among the students.		
A few students dominate the discussion		Teacher frames some questions designed to promote student thinking, but only a small number of students are involved.		Teacher makes effective use of wait time			
A few students dominate the discussion		Teacher frames some questions designed to promote student thinking, but only a small number of students are involved., Teacher invites students to respond directly to one another's ideas, but few students respond, Many questions are of the 'recitation' type, such as "What is the measure of a right angle?"		Teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers., Teacher makes effective use of wait time, Teacher effectively builds on student responses to questions, Teacher calls on most students, even those who don't initially volunteer		Students formulate many questions, initiate topics, and make unsolicited contributions., Students extend the discussion, enriching it, Students invite comments from their classmates during a discussion.	
Questions are rapid-fire, and convergent with a single correct answer, Questions do not invite student thinking, A few students dominate the discussion		Teacher frames some questions designed to promote student thinking, but only a small number of students are involved., Teacher invites students to respond directly to one another's ideas, but few students respond, Many questions are of the 'recitation' type, such as "What is the measure of a right angle?"		Teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers., Teacher makes effective use of wait time, Teacher calls on most students, even those who don't initially volunteer, Many students actively engage in the discussion, Teacher asks student to comment on another student's idea, and that student directs comment to the first student, instead of to the teacher.		Students formulate many questions, initiate topics, and make unsolicited contributions., Students themselves ensure that all voices are heard in the discussion., Students initiate higher-order questions, Students extend the discussion, enriching it, Students invite comments from their classmates during a discussion.	
Questions are rapid-fire, and convergent with a single correct answer, Questions do not invite student thinking	teacher lead instruction with verbal checks for accuracy. Teacher gave examples and then, moved to independent practice	Many questions are of the 'recitation' type, such as "What is the measure of a right angle?"	teacher would ask question and then pause and answer	Teacher calls on most students, even those who don't initially volunteer	teacher will say students names during class		

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				<p>Teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers., Teacher makes effective use of wait time, Teacher effectively builds on student responses to questions, Many students actively engage in the discussion</p>	<p>Teacher turns students responses and questions back to other students for comments.</p> <p>Much discussion about do you agree/disagree/have anything to clarify?</p> <p>Teacher did not "call on those who didn't volunteer", but did create situations in which she got an answer from all (using white boards)</p>		
				<p>Teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers., Teacher makes effective use of wait time, Teacher effectively builds on student responses to questions, Discussions enable students to talk to one another without ongoing mediation by the teacher, Teacher calls on most students, even those who don't initially volunteer, Many students actively engage in the discussion, Teacher asks student to comment on another student's idea, and that student directs comment to the first student, instead of to the teacher.</p>	<p>Lesson well developed. It was clear that the teacher had given careful thought to how she would use questioning to develop this concept. Throughout the lesson as students offered ideas, this teacher would build on student comments and ideas and ask other students to share their thoughts about the other student's comment. As the lesson progressed, this teacher was a master at recalling what all the students had contributed and bringing it back up at appropriate times.</p> <p>A variety of methods were used to call on students including dice, cards, & sticks. Students were all willing to offer answers and willing to take feedback from other students. This clearly happens on a regular basis.</p> <p>The group activity was set up with guiding questions so that the students were able to think through and talk through the activity on their own. As the teacher flowed around the room, she offered additional questions to groups that had progressed or were having trouble to promote further thinking.</p>	<p>Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition, Students formulate many questions, initiate topics, and make unsolicited contributions.</p>	<p>Well planned questioning helped to challenge students and provoked conversation throughout the group activity.</p> <p>Several students posed what if questions or why questions throughout the lesson discussion. These were incorporated into the discussion and used to continue to guide the lesson. It is clear that this happens regularly and these thoughts are validated and integrated into the lesson.</p>

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A few students dominate the discussion	Some of the students want to answer every question, by just shouting out what is on the top of their head. Some never want to answer questions, unless called upon, and then say "I don't know." I have to prompt them to answer. I do have one that wants to answer every question, and will answer them correctly 99% of the time. I have to remind her that I am not ignoring her, but need others to answer.	Teacher frames some questions designed to promote student thinking, but only a small number of students are involved., Teacher invites students to respond directly to one another's ideas, but few students respond, Teacher calls on many students, but only a few actually participate in the discussion	There are a few students that never want to answer questions, even when called upon. It takes quite a bit of prompting.	Teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers., Teacher effectively builds on student responses to questions, Teacher calls on most students, even those who don't initially volunteer	Ask 'why do you think this answer is possible?' or 'how did you come up with that answer?' Ask 'what would happen if the situation were changed to..., what would happen then? How would the answer change? Call on everyone in the class, whether they raise their hand or not. Do not let them not answer.		