

STUDENTS ARE
CREATING NEW
UNDERSTANDINGS
BASED ON CONTENT
ALREADY LEARNED.

STUDENTS ARE SOLVING
COMPLEX, REAL-WORLD
PROBLEMS.

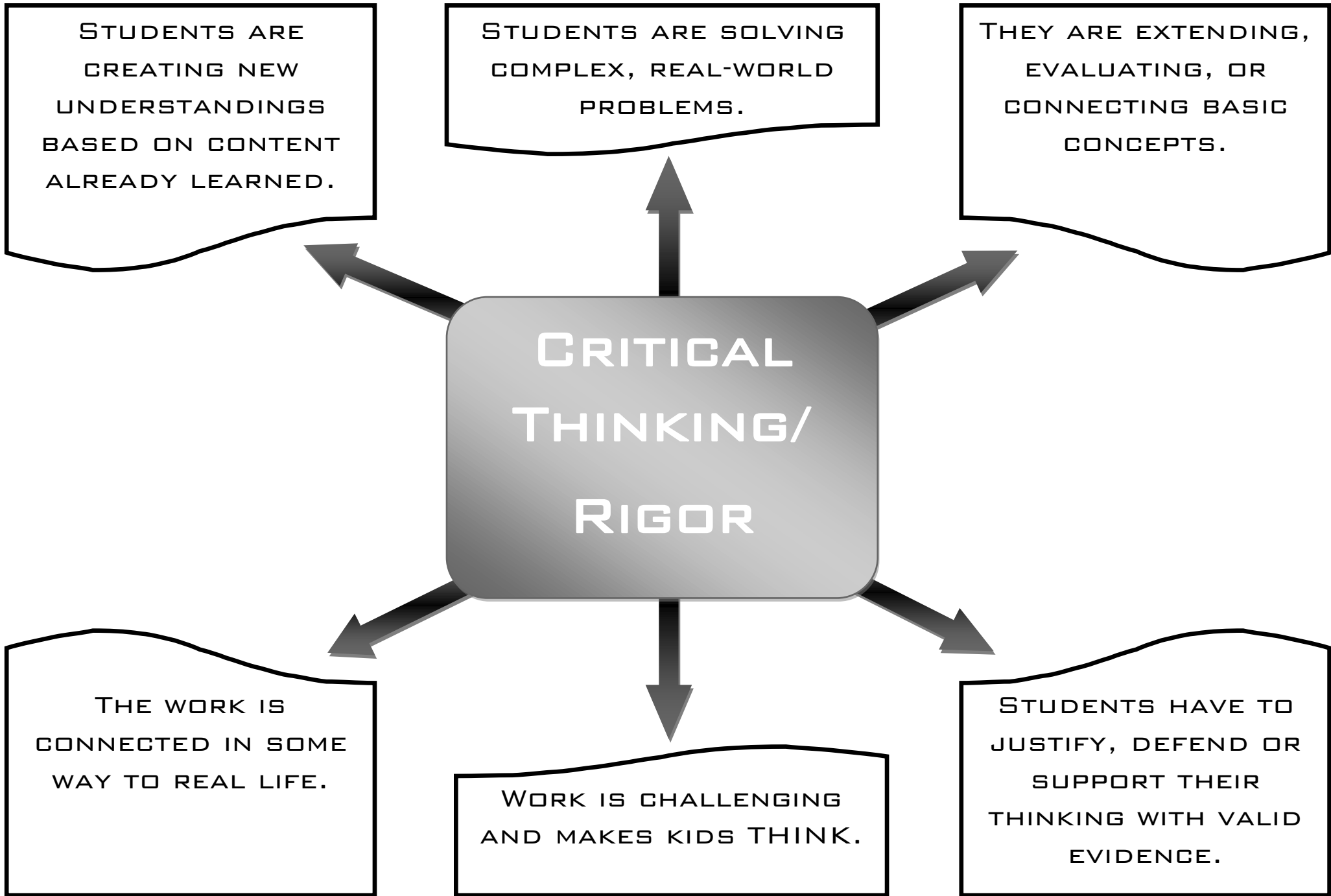
THEY ARE EXTENDING,
EVALUATING, OR
CONNECTING BASIC
CONCEPTS.

CRITICAL
THINKING/
RIGOR

THE WORK IS
CONNECTED IN SOME
WAY TO REAL LIFE.

WORK IS CHALLENGING
AND MAKES KIDS THINK.

STUDENTS HAVE TO
JUSTIFY, DEFEND OR
SUPPORT THEIR
THINKING WITH VALID
EVIDENCE.



STUDENTS' ORAL OR WRITTEN WORK RECEIVES FEEDBACK FROM PEERS AND/OR TEACHER (I.E. THINK-PAIR-SHARE, GIVE ONE/GET ONE, TEACHER ASKING PROBING OR CLARIFYING QUESTIONS, ECT.)

EVERY STUDENT IS RESPONDING TO QUESTIONS OR A TASK ORALLY OR IN WRITING.

STUDENTS ARE ASKED TO RESPOND TO A WHOLE CLASS QUESTION IN WRITING OR WITH A PARTNER BEFORE TEACHER CALLS ON INDIVIDUALS TO SHARE RESPONSES.

INDIVIDUAL
STUDENT
ACCOUNTABILITY

VOLUNTEERS AND NON-VOLUNTEERS ARE CALLED ON TO PROVIDE RESPONSES.

DELIBERATE STRUCTURES ARE IN PLACE TO ENSURE ENGAGEMENT FOR INDIVIDUAL STUDENTS.

EVERY CHILD'S
RESPONSES ARE
ASSESSED AND
USED TO GIVE
FEEDBACK OR GUIDE
NEXT STEPS OF
INSTRUCTION.

TEACHER IS CALLING ON
VOLUNTEERS AND NON-
VOLUNTEERS.

NATURAL PRODUCT
OF PLANNING FOR
INDIVIDUAL STUDENT
ACCOUNTABILITY
AND IS ONGOING
THROUGHOUT THE
LESSON

FORMATIVE
ASSESSMENT

TEACHER CIRCULATES TO
ASK CLARIFYING OR
PROBING QUESTIONS TO
PROMOTE CRITICAL
THINKING.

TEACHER OFFERS
DESCRIPTIVE FEEDBACK
(BEYOND "GOOD JOB" OR
"GOOD ANSWER").