**ACTIVITY1 of 2Recognize Levels of Perform##ance**

**Can you Identify the Correct Level of Performance?**

**Page 1**

1. While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. “Who were the winners and who were the losers in this conflict?” The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate. The teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.

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| **Ineffective** | **Developing** | **Accomplished** | **Exemplary** |

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1. The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion. Student asks classmates if anyone has any other ideas related to the inquiry.

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1. The teacher’s questions are of low cognitive challenge, with single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.Top of Form

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1. The teacher’s questions lead students along a single path of inquiry, with answers seemingly determined in advance. Or, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. The teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.

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**Page 2**

1. The teacher’s questions/prompts result in few students being involved in the discussion even though the teacher attempts to engage most students. Even though the teacher attempts to engage students in higher level questioning, few students respond. Many questions are general and lead to a single line of thinking: “What are the three branches of government?” or “What are the responsibilities of each branch?” Few students offer answers while others make little effort to engage in the conversation.

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1. The teacher’s questions/prompts follow a quick answer/response format. All questions are low level questions with no student inquiry : “Raise your hand if you can identify one of the seven continents..” The teacher calls only on student volunteers. Students are not invited to speak to one another, only to answer the teacher’s questions directly.

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7. The teacher’s questions/prompts are generally open-ended and allow more than one

way to approach the answer. The teacher expects all students to be involved in the

discussion. The teacher allows wait time. Some questions may be low-cognitive level

and used to scaffold learning. Most questions, however, are designed to challenge

students’ thinking: “How would our government be different today if one of the

branches of government were not formed?”

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1. The teacher’s questions/prompts set the stage for students to take the lead in the discussion by formulating questions, extending on questions, and making sure all student voices are heard. Students may lead the discussion in a different direction than initially posed by the teacher: A student suggests, “Can we choose a branch of government and debate which one we could do away with?”

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