

Extending Thinking through Discourse Continuum

	Beginning	Developing	Progressing	Extending
Structured Occasions	It is evident through teacher and student interaction, or student interaction alone, that there is a lack of structure to support extended thinking and collective meaning making.	It is evident through teacher and student interaction, or student interaction alone, that there are some structures to support extended thinking and collective meaning making.	It is evident through teacher and student interaction, or student interaction alone, that there are adequate structures to support extended thinking and collective meaning making.	It is evident through teacher and student interaction, or student interaction alone, that there are well-crafted, appropriate structures in place that support extended thinking and collective meaning making.
Resource Use	Students do not use or access posted/available resources to support discourse.	Students either minimally or awkwardly apply available resources to support discourse, e.g., discussion norms, sentence stems, images, and anchor charts.	Students make adequate use of content-specific resources, e.g., graphs and articles, and discourse-supportive resources, e.g., sentence stems and norms, to engage in discourse.	Students effectively use content-specific and discourse-supportive resources as needed to engage in discourse.
Attention to Learning Goals	Students' engagement in discourse does not focus on understanding the intended learning for the lesson.	Students' engagement in discourse is only at times focused on understanding the intended learning.	Students' engagement in discourse adequately focuses on understanding the intended learning, but mostly centers on their own learning and not that of their peers.	Students' engagement in discourse focuses on deeply understanding the intended learning of the lesson for themselves and their peers.
Discourse Participation	<p>Students do not, or rarely, build on one another's ideas, making the discussion a series of disconnected ideas.</p> <p>----- OR -----</p> <p>Students silently indicate (dis)agreement with others and do not speak unless prompted. One or more students, or the teacher may dominate the discussion.</p>	<p>Students sometimes build on one another's ideas, occasionally asking questions for elaboration and clarification or taking a different position. At times the discussion is connected, though it may generally remain disconnected or halting.</p> <p>Students seldom elaborate on what their peers say or clarify their own thinking.</p> <p>Several students take the opportunity to speak, though a few students may dominate the discussion or are silent.</p>	<p>Students build on one another's ideas and provide feedback. They ask one another questions about their thinking and opinions, take various perspectives and make connections between ideas. The discussion is generally connected and flows easily.</p> <p>Students elaborate on what their peers say and explain their own thinking.</p> <p>Many students take the opportunity to speak during the discussion which is fairly balanced between students.</p>	<p>Students frequently build on one another's ideas, provide feedback, support various perspectives and make connections to advance ideas. The discussion is well-connected and flows easily.</p> <p>Students ask probing questions to support elaboration and listen carefully to one another's reasoning, wonderings and opinions. Students demonstrate curiosity about their peers' perspectives.</p> <p>Students also clarify and explain their own thinking to add to the group's learning.</p> <p>Most or all students take the opportunity to speak during the discussion which is evenly balanced between students.</p>
Evidence Use	Students do not use evidence from discourse to reflect on their own progress towards the goal.	Students minimally use evidence from discourse to reflect on their own progress towards the goal.	Students use evidence from discourse to reflect on their own progress towards the goal.	Students use evidence from discourse to reflect on their own and their peers' progress towards the goal.