*Determine the appropriate level for each set of observation notes below. When interpreting evidence, remember to consider the quality of evidence and the strength of each piece of evidence.*

1. **The teacher asks students to take out their copy of Hamlet. A student volunteers to read one act out loud to the class. Following the reading, the teacher starts a discussion about characterization. Students are instructed to choose a character in the play and thoroughly describe him or her in their journals. The students have time to work alone and are then asked to share their responses with someone sitting next to them. Only a few students are sitting idly during this time. The teacher then calls for volunteers to share out their responses with the larger group.**
* **Level 1: Ineffective**
* **Level 2: Developing**
* **Level 3: Accomplished**
* **Level 4: Exemplary**
1. **The teacher writes a few problems about multiplying fractions on the board and has students copy them down in their notebooks. The teacher gives what seems to be an appropriate amount of time for most students to finish the task. They are then instructed to solve the problems by multiplying the numerators and denominators. The teacher walks around the room, checking student work. About one third of the students finish quickly and have “empty” time without anything to do before the teacher reviews the problem with the class.**
* **Level 1: Ineffective**
* **Level 2: Developing**
* **Level 3: Accomplished**
* **Level 4: Exemplary**
1. **Students are learning about cell structure. The teacher explains that there are three different questions related to cell structure that students can choose to work on and answer. He then instructs students to get into groups with other students who want to work on the same question. Students are given about 15 minutes to answer the question; all seem to be on task to get their question answered in the limited time provided. Then, the teacher calls on one group to present its work to the whole class; other groups are invited to compare that group’s thinking to their own.**
* **Level 1: Ineffective**
* **Level 2: Developing**
* **Level 3: Accomplished**
* **Level 4: Exemplary**
1. **In a lesson on grammar, the teacher hands students a worksheet and asks them to fill it in by copying the sentences written on the overhead. Most students finish the task with time to spare and don’t have another assignment to work on in the interim. One student asks his table partner why they are completing the assignment, and she replies, “I have no idea.” When individual work time is up, the teacher points to sentence one and asks for a volunteer to describe whether or not the sentence is grammatically correct. Only one student raises her hand.**
* **Level 1: Ineffective**
* **Level 2: Developing**
* **Level 3: Accomplished**
* **Level 4: Exemplary**