INSTRUCTION STRUCTURING THE LEARNING ENVIRONMENT **S4: How does the candidate structure the learning environment to engage students in learning to collect, analyze, and interpret scientific data?**			
Level 1	**Level 2**	**Level 3**	**Level 4**
• There is **little evidence** that the candidate is taking steps to create a **safe environment for sharing ideas or making connections** with prior learning or experiences, and a **number of students** seen in the video clips **appear reluctant** to do so. • Some **students are clearly off-task** and the **candidate does not attempt to elicit their participation**. OR • **Student behavior or candidate's disrespect for one or more students severely limits students' engagement in learning.**	• The candidate is **taking steps to create a safe environment** for sharing ideas or making connections with prior learning or experiences to deepen **understanding of how to collect, analyze, and interpret scientific data**. A **number of students** seen in the video clips **are doing so**. • Candidate **applies strategies to engage students** in understanding science concepts and how to collect, analyze, and interpret scientific data. If students are off-task, the candidate **notices** and **attempts to elicit their participation**.	• The candidate is taking steps to create a safe environment for sharing ideas or making connections with prior learning and/or experiences. The candidate **treats errors as learning experiences** to deepen understanding of how to collect, analyze, and interpret scientific data. A number of students are seen in the clips sharing their ideas or making connections with prior learning or experiences. • Candidate applies strategies to engage students more deeply in understanding science concepts and how to collect, analyze, and interpret scientific data, with a **particular emphasis on students who usually struggle or who are not engaging at a high level**. Candidate **takes steps to identify students that are not engaged and attempts to engage them**.	• The candidate is taking steps to create a safe environment for sharing ideas or making connections with prior learning and/or experiences. The candidate **and students** treat errors as learning experiences and/or experiences as opportunities to deepen understanding of how to collect, analyze, and interpret scientific data. A number of students are seen in the clips sharing their ideas or making connections with prior learning or experiences. • Candidate **scaffolds the learning task to encourage and support students who don't normally engage at high levels** to understand science concepts and how to collect, analyze, and interpret scientific data. Candidate notices students that are not engaged and attempt to engage them **and deepen their understanding**.

INSTRUCTION DEEPENING STUDENT LEARNING DURING INSTRUCTION **S5: How are students deepening their understanding of science concepts and how to collect, analyze, and interpret scientific data?**			
Level 1	**Level 2**	**Level 3**	**Level 4**
• Ss have **limited opportunities** to **express their own scientific ideas** and **engage in science discourse.** • **Few connections** are observed being made between and among science concepts, phenomenon being investigated, and investigation/experimentation skills. OR • Materials or candidate responses include **significant content inaccuracies** that will lead to student misunderstandings.	• Students are **engaged in discourse** around science concepts and the quality of data. **Candidate listens** to what they are saying **and/or watches** what they are doing, and **responds to errors**. • **Candidate makes connections** between and among science concepts, phenomenon being investigated, and investigation/experimentation skills.	• **Candidates and/or other students build on what students are saying and/or doing**, **using scientific reasoning to improve understanding of science concepts and the quality of data**. • **Candidate prompts students to make connections** between and among science concepts, phenomenon being investigated, and investigation/experimentation skills.	• Candidate's and/or other students' interactions **help develop or reinforce students' abilities to monitor their understanding of science concepts and the quality of data and to evaluate their own ideas in scientific ways**. • **Students themselves are making connections** between and among science concepts, phenomenon being investigated, and investigation/experimentation skills.