

## Appendix A

### Description of the Five Rubric Features

Rubric Feature	Description of Feature	Key Scoring Indicators
1: Attending to Student Ideas	This dimension involves being responsive to students and focuses on making sure that the discussion is grounded in students' ideas and that all students are engaged in some meaningful component of the discussion.	1a. All of the key ideas that appear in the student work samples are incorporated into the discussion. (Incorporates Key Ideas Represented in Students' Prework) 1b. All student voices are heard in some nontrivial way, and the teacher probes for key ideas from all students. (Elicits Substantive Contributions) 1c. Each of the relevant student ideas is attended to by the teacher and made a part of the discussion. (Makes Use of Students' Ideas)
2: Facilitating a Coherent and Connected Discussion	This dimension involves the degree to which the teacher is able to shape a coherent discussion and focuses in particular on building and connecting ideas toward a learning goal.	2a. The teacher organizes the discussion in a coherent manner. (Overall Coherence of the Discussion) 2b. The teacher tracks the shape of the lesson in a way that is apparent to the students. (Making the Content Storyline Apparent to Students) 2c. The teacher strives to make connections and to link ideas in substantive ways. (Connections)
3: Promoting Peer Interactions	This dimension involves the ways that teachers strive to facilitate the discussion so that students are responsible for explaining key ideas.	3a. The students and the teacher share responsibility for the discussion. (Peer Interaction) 3b. The students are encouraged to engage with one another's ideas. (Engagement with Others' Ideas) 3c. The students generate ideas to move the discussion forward. (Ideas Come from Students)
4: Developing Students' Conceptual Understanding	This dimension involves the extent to which the teacher and students are involved in the evaluation of ideas that are put forth during the discussion.	4a. Who evaluates the accuracy and validity of ideas. (Who Evaluates the Ideas) 4b. Presence, absence, and acknowledgement of content errors. (Teacher Errors)
5: Engaging Students in Argumentation	This dimension involves the degree to which students engage in argumentation.	A focus on building consensus and/or evaluating opposing ideas. (Disciplinary Argumentation)