

IQA Teacher's Linking Rubric

4	The teacher consistently (at least three times) explicitly connects (or provides opportunities for students to connect) speakers' contributions to each other <i>and</i> describes (or provides opportunities for students to describe) how ideas or positions shared during the discussion relate to each other.
3	At least twice during the lesson, the teacher explicitly connects (or provides opportunities for students to connect) speakers' contributions to each other <i>and</i> describes (or provides opportunities for students to describe) how ideas or positions relate to each other.
2	At one or more points during the discussion, the teacher links speakers' contributions to each other, but <i>does not show</i> how ideas or positions relate to each other (for example, implicitly building on ideas; or noting that ideas or strategies are different but not describing how). The teacher may revoice or recap, but <i>does not describe</i> how ideas or positions relate to each other, or makes only one strong effort to connect speakers' contributions to each other (one strong link).
1	The teacher does not make any effort to link or revoice speakers' contributions.
0	There is no class discussion, or class discussion is not related to mathematics.

Source: Adapted from Boston, 2017.