

IQA Teacher's Press Rubric

4	The teacher consistently (almost always) asks students to provide evidence for their contributions by pressing for conceptual explanations or to explain their reasoning. There are few, if any, instances of missed press, in which the teacher needed to press and did not.
3	At least twice during the lesson, the teacher asks students to provide evidence for their contributions by pressing for conceptual explanations or to explain their reasoning. The teacher sometimes presses for explanations, but there are instances of missed press.
2	Most of the press is for computational or procedural explanations or memorized knowledge, or there are one or more superficial, trivial, or formulaic efforts to ask students to provide evidence for their contributions or to explain their reasoning (for example, asking, "How did you get that?") before then moving on without attending to student responses.
1	There are no efforts to ask students to provide evidence for their contributions, and there are no efforts to ask students to explain their thinking.
0	There is no class discussion, or class discussion is not related to mathematics.

Source: Adapted from Boston, 2017.