Level 0-Traditional teacher directed classroom.			
Level 1-Teacher begins to ask questions.			
Level 2-Teacher models explanations more deeply. Co-teaching and co-learning begins as student to student talk increases.			
Questioning	Explaining Thinking	Source of Academic Ideas	Responsibility for Learning
Teacher's probe with asking questions which are open ended, He/she also facilitates student-to-student talk by asking students to be prepared to ask questions about other students' work. Students ask questions of one another's work. Students listen to one another.	Teacher probes more deeply to learn about student thinking and supports detailed descriptions from the students. Teacher tries to elicit multiple strategies. Students usually give an answer and articulate a position or argument.	Teacher follows up on explanations and builds on them by asking students to compare and contrast them. Students exhibit confidence about their ideas and share their own thinking. Student ideas are a part of the lesson.	Teachers encourage students to take responsibility for their own learning. Teachers ask students to agree or disagree with each other. Students begin to listen to understand each other. They work in pair and respond to teacher's requests to put their ideas into their own words.
Level 3- Students function as co-learners and co-teachers. Teacher as coach.			
Questioning	Explaining Thinking	Source of Academic Ideas	Responsibility for Learning
Teacher expects students' to ask about one another's work. Teacher is a guide. Students initiate questions of other students and the questions are more "why" questions that require thought.	Teacher encourages students to make their explanations more complex and to think deeply about their strategies. Students describe more complete strategies and they defend or justify their answers and when not talking are active listeners.	Teacher facilitates talking and interruptions and uses the conversations as lesson material. Students interject their own ideas and they are constantly comparing and contrasting answers. Their ideas become a part of lesson planning.	Teachers expect students to be prepared and engaged, to help one another and to sort out their understanding and misunderstanding. Students listen to understand each other. They work in pairs and in groups and assist each other.

Source: Hufferd-Ackles, K., Fuson, K. & Sherin, M. G. (2004). Describing levels and components of a math talk community. *Journal for Research in Mathematics Education, 36(2), 81-116.*