

Evidence of Rigor

- Build effective instruction based on rigorous and relevant expectations (DSEI Teaching Element #1)
- Plan and provide learning experiences using effective research-based strategies that are embedded with best practices, including the use of technology (DSEI Teaching Element #4)

Thoughtful Work

Lesson intentionally prepares students to complete a range of high-quality learning tasks.

| | 1 - Beginning | 2 - Developing | 3 - Meeting |
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| Student Learning | <ul style="list-style-type: none"> • Students demonstrate their learning by completing tasks that require critical thinking skills such as knowledge/awareness and comprehension. • Most tasks focus on responding to textbooks or content through answering recall-type questions. | <ul style="list-style-type: none"> • Students demonstrate their learning by completing tasks that require application and analysis. • There are opportunities for students to demonstrate mastery through learning tasks that require them to apply knowledge and analyze content. | <ul style="list-style-type: none"> • Students regularly complete learning tasks that demonstrate their ability to analyze, synthesize, and/or evaluate new instructional content. • Tasks include the opportunity for students to respond to content using creativity, originality, and/or adaptation. |
| Instructional Design | <ul style="list-style-type: none"> • Learning task results in one standard type of work product to represent student thinking. | <ul style="list-style-type: none"> • Learning task includes a one or more work products to represent student thinking. | <ul style="list-style-type: none"> • Learning task provides students with options for self-selection to represent their thinking. |

High-Level Questioning

Lesson provides opportunities for students to respond to a range of questions that increase in rigor and levels of thinking.

| | 1 - Beginning | 2 - Developing | 3 - Meeting |
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| Student Learning | <ul style="list-style-type: none"> • Students respond to questions that mainly focus on critical thinking skills such as basic recall, retell, and/or comprehension. • Few students ask questions, and most questions asked focus on basic knowledge or comprehension of content. | <ul style="list-style-type: none"> • Students respond to questions that demonstrate a range of levels of thinking, including questions that require application and analysis of information. • Students have opportunities to ask questions during the lesson and most questions are relational or application-based, focusing on why and cause and effect. | <ul style="list-style-type: none"> • Students fully explain and justify their thinking when responding to questions that demonstrate a range of levels of thinking, including questions that require synthesis and evaluation of information. • During the lesson, students generate questions about content that demonstrate rigorous independent thinking. |

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| Instructional Design | <ul style="list-style-type: none"> • Lesson mainly includes questions at the comprehension level, and/or not all students are required to respond to each question. | <ul style="list-style-type: none"> • Lesson includes questions at a range of levels, but not all students are required to respond to each question. | <ul style="list-style-type: none"> • Lesson is designed to carefully support students in moving to higher levels of thinking (such as justifying responses with evidence), ensuring that all students have an opportunity to respond. |
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Academic Discussion
Lesson includes opportunities for students to engage in vocabulary-rich academic conversation with peers.

| | 1 - Beginning | 2 - Developing | 3 - Meeting |
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| Student Learning | <ul style="list-style-type: none"> • Student conversation mainly remains at the retell level, mostly using everyday language, with little to no evidence of academic or domain-specific vocabulary. • Student conversation focuses on a variety of topics, with each student offering his/her own thinking, without building on thoughts offered by peers. | <ul style="list-style-type: none"> • Student conversation includes a combination of retelling, analysis, and/or stating a claim and defending it with evidence. • Students provide explanations or evidence of their thinking and respond to their peers' discussions. | <ul style="list-style-type: none"> • Students engage with peers in daily academic conversations focused on analysis, synthesis, and evaluation of content-driven topic, using academic language to express their thinking. • Students support their ideas with concrete explanations and evidence, paraphrasing as appropriate, and build on or challenge the ideas of others. |
| Instructional Design | <ul style="list-style-type: none"> • Lesson mostly structures discussion as teacher-led, with the majority of conversations as teacher-to-student. | <ul style="list-style-type: none"> • Lesson structures discussion as a mix of teacher-led and peer-to-peer with the teacher facilitating the majority of discussions. | <ul style="list-style-type: none"> • Lesson mostly structures discussion as independent peer-to-peer. The teacher facilitates and redirects the discussion, as needed, while evaluating the quality. |

Evidence of Relevance

- Build effective instruction based on rigorous and relevant expectations. (DSEI Element #1)
- Possess and continue to develop content area knowledge to make it relevant to the learner (DSEI Element #3)
- Plan and provide learning experiences using effective research-based strategies that are embedded with best practices. (DSEI Element #4)

Meaningful Work

Lesson requires students to complete relevant, real-world tasks that connect to tasks typically completed in related careers.

| | 1 - Beginning | 2 - Developing | 3 - Meeting |
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| Student Learning | <ul style="list-style-type: none"> • Student work is procedural and structured, reflecting a basic understanding of information learned during the lesson/unit. • Student work focuses on class-specific content with an emphasis on building skills, developing comprehension, or other foundational skills. | <ul style="list-style-type: none"> • Students think critically about content and apply information learned to address a specific task. Student work demonstrates originality. • Student work requires application of knowledge learned during the lesson/unit. | <ul style="list-style-type: none"> • Students think critically about content and apply information learned to address a range of cross-disciplinary tasks. Student work demonstrates creativity and originality. • Student work requires real-world predictable and/or unpredictable application that has a direct connection to a career in the related field of study. |
| Instructional Design | <ul style="list-style-type: none"> • Lesson provides students an opportunity to demonstrate foundational understanding of content. | <ul style="list-style-type: none"> • Lesson provides students an opportunity to complete a specific task that requires application of knowledge. | <ul style="list-style-type: none"> • Lesson provides students an opportunity to select from a range of real-world, relevant tasks. |

Authentic Resources

Lesson includes a range of sources of information and requires students to use information from sources with relevant, real-world tasks.

| | 1 - Beginning | 2 - Developing | 3 - Meeting |
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| Student Learning | <ul style="list-style-type: none"> • Students mainly engage with the textbook as the source of information for the lesson and/or unit. • Students mainly use the textbook to complete classroom tasks focused on knowledge in one discipline. | <ul style="list-style-type: none"> • Students engage with the textbook as a primary source of information for the lesson and/or unit, using supplementary resources to support textbook information. • Students use the textbook and supplementary resources to complete some relevant, real-world tasks. | <ul style="list-style-type: none"> • Students engage with multiple sources of information during a lesson/unit, including primary sources, secondary sources, textbooks, and media resources. • Students use multiple sources of information to conduct comparisons, analysis, argument, research, and other relevant, real-world tasks. |

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| Instructional Design | <ul style="list-style-type: none"> • Lesson relies on the textbook as the main source of information. The unit/lesson is organized around the structure of the textbook. | <ul style="list-style-type: none"> • Lesson is structured around an essential understanding/question and includes opportunities for students to respond to both the textbook and other resources. | <ul style="list-style-type: none"> • Lesson is structured around an essential understanding/question and relies on multiple authentic texts and resources to support student learning. |
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Learning Connections
Lesson includes a variety of opportunities for students to make connections between what they are learning and real-world applications.

| | 1 - Beginning | 2 - Developing | 3 - Meeting |
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| Student Learning | <ul style="list-style-type: none"> • Students seldom have the opportunity to engage in content that has explicit connection to real-world application. • Some students may attempt to make connections between content learned and real-world application, but these connections are volunteered rather than included as part of the lesson. | <ul style="list-style-type: none"> • Students occasionally engage in content that has explicit connection to real-world application. • Some students begin to articulate the connections between content learned and real-world application. | <ul style="list-style-type: none"> • Students consistently engage in content that has explicit connection to real-world application. • Students clearly articulate the connections between content learned and real-world application. |
| Instructional Design | <ul style="list-style-type: none"> • Lesson provides appropriate content but does not make explicit connections to real-world application. | <ul style="list-style-type: none"> • Lesson provides some opportunities to connect content learned to real-world application. | <ul style="list-style-type: none"> • Lesson provides multiple explicit opportunities for students to connect content learned to real-world applications. |

Evidence of Learner Engagement

- Create and implement an effective learner environment that is engaging and aligned to learner needs. (DSEI Element #2)
- Use assessment data to guide and differentiate instruction. (DSEI Element #5)

Active Participation
Lesson is designed to maximize engagement of all students throughout the duration of the lesson.

| | 1 - Beginning | 2 - Developing | 3 - Meeting |
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| Student Learning | <ul style="list-style-type: none"> • Most student engagement is through hand-raising. Some students are off-task or have disengaged from the lesson and are not redirected. • Led by the teacher, students progress through learning new content with some challenges with productivity. | <ul style="list-style-type: none"> • Students remain focused and on-task during the lesson. Students answer questions when asked, but not all students have the opportunity to respond verbally. • Led by the teacher, students progress through learning new content productively. | <ul style="list-style-type: none"> • Students remain on-task and engaged throughout the lesson. All students are actively involved in routine as designed. • Students lead their own progress through learning new content, working productively and collaboratively. |
| Instructional Design | <ul style="list-style-type: none"> • Lesson relies mainly on direct instruction with few opportunities for student engagement through application. | <ul style="list-style-type: none"> • Lesson relies on one or two strategies designed to engage students, with the lesson focused more on direct instruction than on student engagement through application. | <ul style="list-style-type: none"> • Lesson provides multiple strategies designed to maximize student engagement, achieving a strong balance of direct instruction and student engagement through application. |

Learning Environment
Classroom environment is centered around a culture of respect and commitment to learning.

| | 1 - Beginning | 2 - Developing | 3 - Meeting |
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| Student Learning | <ul style="list-style-type: none"> • Students rely on peers or teacher for answers to questions. There is a lack of evidence of students being required to persevere in responding to rigorous tasks or questions. • Students demonstrate a lack of respect for peers, teacher, and/or learning environment. | <ul style="list-style-type: none"> • Some evidence that students are beginning to take risks and persevere in learning rigorous content. • Students demonstrate respect for the learning environment, but challenges exist in demonstrating respect for peers. | <ul style="list-style-type: none"> • Students are encouraged to take risks and persevere through productive struggle. Students are praised for demonstrating commitment to learning. • Students consistently demonstrate respect for peers, teacher, and the learning environment. |

| Evidence of Learner Engagement | | | |
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| <ul style="list-style-type: none"> • Create and implement an effective learner environment that is engaging and aligned to learner needs. (DSEI Element #2) • Use assessment data to guide and differentiate instruction. (DSEI Element #5) | | | |
| Instructional Design | <ul style="list-style-type: none"> • Classroom procedures and routines are inconsistently communicated and/or implemented. | <ul style="list-style-type: none"> • Classroom procedures and routines are visible, but are not consistently implemented. | <ul style="list-style-type: none"> • Clear classroom procedures and routines are visible and are consistently implemented. |
| Formative Processes and Tools | | | |
| Lesson is tailored to meet the needs of all students, including using results from formative tools and processes to plan for differentiated instruction. | | | |
| | 1 - Beginning | 2 - Developing | 3 - Meeting |
| Student Learning | <ul style="list-style-type: none"> • Students demonstrate mastery of content by completing infrequent formative assessments. Assessment results indicate that student growth is minimal. • Students are partnered or grouped, but all students receive the same lesson content, process, and product. | <ul style="list-style-type: none"> • Students demonstrate mastery of content by regularly engaging in formative assessments that allow for reciprocal feedback. Assessment results indicate that student growth is progressing. • Students are partnered or grouped and receive some opportunities for differentiated learning based on adjusting content, process, and/or product. | <ul style="list-style-type: none"> • Students demonstrate mastery of content by completing a variety of formative assessments that allow for reciprocal feedback. Assessment results indicate that students are achieving expected outcomes and are able to self-reflect and share responsibility for their learning. • Students are regularly and strategically partnered or grouped based on data, and lesson content, process, and/or product is differentiated to support varying student needs. |
| Instructional Design | <ul style="list-style-type: none"> • Results from formative processes and tools are used to monitor progress. | <ul style="list-style-type: none"> • Results from formative processes and tools are used to plan differentiated instruction and monitor progress. | <ul style="list-style-type: none"> • Results from formative processes and tools are used to immediately adjust instructional pacing, plan differentiated instruction, and monitor progress. |