			Level I	Level II	Level III	Level IV
1.1 Establish standards-based learning objectives and assessments	A) Selection of learning objectives	Revision	Learning objective(s) are missing a specific level of cognition or content. AND Learning objective(s) are misaligned (do not progress toward mastery of content standards).	Learning objective(s) are missing either a specific level of cognition or content. OR Learning objective(s) are misaligned (do not progress toward mastery of content standards).	Learning objective(s) include both specific levels of cognition and content. AND Learning objective(s) are aligned to and progress toward mastery of content standards.	*All of level 3 and...* Learning objective(s) exceed level of cognition or increase level of challenge required by content standards.
		Original	Learning Objectives are loosely based on content standards and/or represent low expectations for student learning.	Learning objectives are informed by content standards and represent moderately high expectations.	Learning objectives align with content standards and represent high expectations and rigor and are sequenced to help students access the level of rigor in the standard(s).	Learning objectives align with or extend content standards that represent high expectations and rigor to promote in--depth understanding of complex, interdisciplinary concepts and college readiness and are sequenced to help students access the level of rigor for the standard.
	B) Measurability of learning objectives through summative assessments	Revision	(Proving behavior/Outcome/Expected student learning) does not measure the learning objective(s).	(Proving behavior/Outcome/Expected student learning) measures the learning objective(s). AND (Proving behavior/Outcome/Expected student learning) uses only general criteria for measuring success.	(Proving behavior/Outcome/Expected student learning) measures the learning objective(s). AND (Proving behavior/Outcome/Expected student learning) includes specific criteria (quantitative or qualitative) for measuring success.	*All of level 3 and...* (Proving behavior/Outcome/Expected student learning) is measured by multiple methods.
		Original	Learning objectives may not be measurable or are stated in terms of student activities rather than as student learning.	Learning objectives are measurable, but consist of a combination of learning objectives and activities.	Learning objectives are specific, measurable, and are explicitly stated in terms of student learning.	Learning objectives are specific, measurable by multiple methods, and are explicitly stated in terms of student learning.
1.2 Organize instructional plans to promote standards-based, cognitively engaging learning for students	A) Designing and sequencing of learning experiences	Revision	The design of the learning experiences is not aligned to the learning objective(s). AND Learning experiences are not sequenced to enable students to demonstrate independent mastery of the learning objective(s) through the gradual release of responsibility.	The design of the learning experiences is not aligned to the learning objective(s). OR Learning experiences are not sequenced to enable students to demonstrate independent mastery of the learning objective(s) through the gradual release of responsibility.	The design of the learning experiences is aligned to the learning objective(s). AND The design of the learning experiences is sequenced to enable students to demonstrate independent mastery of the learning objective(s) through the gradual release of responsibility.	*All of level 3 and...* The design of the learning experiences is differentiated to meet the needs of subgroups of students.
		Original	The design and selection of learning experiences are not aligned to learning objective and not sequenced to ensure independent mastery of learning.	The design and selection of learning experiences are aligned to learning objective but are not sequenced / paced to maximize instructional time to enable students to demonstrate independent mastery of learning (e.g., sufficient modeling, varied practice).	The design and selection of learning experiences are sequenced / paced to enable students to demonstrate independent mastery of learning objectives including sufficient opportunities to practice under direct supervision of teacher and /or in collaboration with other students.	The design and selection of learning experiences are sequenced / paced to enable students to demonstrate independent mastery of learning objectives including differentiated resources / activities for re--teaching and additional practice to adjust instruction as needed.
	B) Creating cognitively engaging learning experiences for students	Revision	Instructional plans do not provide opportunity for cognitively engaging learning experiences throughout the lesson cycle.	Instructional plans include cognitively engaging learning experiences but without appropriate time and support throughout the lesson cycle.	Instructional plans include cognitively engaging learning experiences throughout the lesson cycle, and each learning experience provides appropriate time and support.	*All of level 3 and...* Instructional plans provide differentiated, cognitively engaging learning experiences for subgroups of students.
		Original	Instructional plans do not provide cognitively engaging learning experiences to support students in achieving mastery of the stated learning objectives.	Instructional plans include cognitively engaging learning experiences but the plans include insufficient time and supports for students to achieve mastery of stated learning objective.	Instructional plans provide students opportunities for sustained attention to a cognitively challenging learning experience. The plans include sufficient time and supports for students to achieve mastery of learning objective through cognitively engaging learning experiences.	Instructional plans provide cognitively engaging learning experiences that ensure students construct knowledge to achieve or exceed mastery of the stated learning objective.

Standard	Component	Type	Level 1	Level 2	Level 3	Level 4
1.3 Use student data to guide planning	A) Lesson design guided by data	Revision	The teacher does not use student data to guide or inform planning.	The teacher uses student data to inform planning of content organization *or* instructional strategies. OR The teacher uses student data to inform planning that meets the needs of the whole class.	The teacher uses student data to inform planning of content organization **and** instructional strategies. AND The teacher uses student data to inform planning that meets the needs of subgroups of students.	*All of level 3 and...* The teacher cites instructional strategies to meet the needs of individual students.
		Original	Instructional plans do not provide cognitively engaging learning experiences to support students in achieving mastery of the stated learning objectives.	Instructional plans include cognitively engaging learning experiences but the plans include insufficient time and supports for students to achieve mastery of stated learning objective.	Instructional plans provide students opportunities for sustained attention to a cognitively challenging learning experience. The plans include sufficient time and supports for students to achieve mastery of learning objective through cognitively engaging learning experiences.	Instructional plans provide cognitively engaging learning experiences that ensure students construct knowledge to achieve or exceed mastery of the stated learning objective.
1.4 Use knowledge of subject matter content/skills and learning processes to plan for student learning	A) Knowledge of subject matter to identify pre-requisite knowledge & skills	Revision	The teacher does not accurately identify or address the prerequisite knowledge and skills to achieve the standard/learning objective(s). OR The teacher does not include opportunities to activate prerequisite knowledge. OR The teacher does not include strategies to address potential gaps for whole group of students.	The teacher accurately identifies the prerequisite knowledge and skills to achieve the standard/learning objective(s). AND The teacher includes opportunities to activate prerequisite knowledge. AND The teacher includes strategies to address potential gaps for **whole groups** of students.	The teacher accurately identifies the prerequisite knowledge and skills to achieve the standard/learning objective(s). AND The teacher includes opportunities to activate prerequisite knowledge. AND The teacher includes strategies to address potential gaps for **subgroups** of students.	*All of level 3 and...* The teacher uses knowledge to address potential gaps for individual students.
		Original	The teacher does not identify the necessary prerequisite content knowledge and skills for students, and/or does not address known gaps in students' learning.	The teacher identifies the necessary prerequisite content knowledge and skills for the class as a whole but does not have a clear plan for addressing known gaps in knowledge or skills.	The teacher identifies the necessary content knowledge and skills for students, and includes specific learning activities to address known gaps in that knowledge for the class as a whole.	The teacher identifies the necessary prerequisite content knowledge and skills for students, and includes specific learning activities to address known gaps in that prerequisite knowledge for individual students.
	B) Addresses common content misconceptions	Revision	The teacher does not anticipate common student misconceptions and does not include strategies to ensure students recognize and address these misconceptions to master the standard/learning objective(s).	The teacher anticipates common student misconceptions **but** does not include strategies to ensure students recognize and address these misconceptions to master the standard/learning objective(s).	The teacher anticipates common student misconceptions **and** includes strategies that ensure students recognize and address these misconceptions to master the standard/learning objective(s).	*All of level 3 and...* The teacher includes opportunities for students to uncover and correct their own additional misconceptions.
		Original	The teacher does not accurately identify common content misconceptions.	The teacher identifies common content misconceptions but has limited strategies for avoiding these cognitive errors.	The teacher identifies common content misconceptions and includes strategies for avoiding and correcting these cognitive errors.	The teacher identifies common content misconceptions and includes multiple strategies for explaining, avoiding, and correcting these cognitive errors as well as for uncovering additional misconceptions.
1.5 Design assessments to ensure student mastery	A) Selection and progression of formative assessments	Revision	Formative assessments are not aligned to the learning objective(s). OR Formative assessments do not yield actionable data. OR Formative assessments are not planned.	The formative assessments are inconsistently aligned to the learning objective(s). OR Formative assessments do not yield actionable data. OR Formative assessments are planned for a single component of the lesson cycle.	A variety of formative assessments are selected to yield actionable data about progress toward mastery of the learning objective(s). AND Formative assessments are planned for different components of the lesson cycle, progressing toward student mastery of the learning objective(s).	*All of level 3 and...* The formative assessments are differentiated to yield actionable data about subgroups of students.

			Level 1	Level 2	Level 3	Level 4
		Original	Assessments do not measure the learning objectives.	Assessments measure some, but not all aspects of the learning objectives.	Assessments measure all aspects of the learning objectives and include varied methods so that students have multiple ways to show mastery.	Assessments measure all aspects of the learning objectives and have been adapted to meet student needs. There are planned opportunities for students to use assessments to reflect on their progress towards mastery.
	B) Planned response to assessment data	Revision	The teacher has not planned a response to data from formative assessments.	The teacher inconsistently plans responses to data from formative assessments.	The teacher plans to adjust instruction based on the data from each formative assessment.	*All of level 3 and…* The teacher provides opportunities for students to use formative assessments to reflect on current progress toward the learning objective(s) or to determine next steps to extend learning.
		Original	No assessment or a single assessment is planned at the conclusion of the lesson.	Multiple assessments are planned. However, they are not sequenced in a way to provide meaningful information about student progression towards mastery of the learning objective(s).	Multiple assessments are planned and build on each other. They are sequenced throughout the lesson in order to provide meaningful information about student progression towards mastery of the learning objective(s).	Multiple assessments are planned and build on each other. Assessments are sequenced to ensure student progression towards mastery. Plans provide opportunities for student choice in, or design of, assessment methods.
	C) Self-Monitoring	Revision	The teacher does not provide students with opportunities to engage in self- monitoring of their own progress or thinking.	The teacher provides students with limited opportunities for self-monitoring exercises.	The teacher provides students with opportunities for self-monitoring exercises that move students toward a deeper mastery of the objective(s).	Students self-monitor without the direction of the teacher. AND Students judge their own performance relative to success criteria.
		Original	The teacher does not provide students with opportunities to engage in reflection of their own progress.	The teacher provides students with some opportunities to engage in reflection of their own progress but does not connect it to plans for improving learning.	The teacher provides students with opportunities to engage in reflection of their own progress and gives guidance in determining appropriate next steps to improve learning (e.g. goal setting, revision).	All of level 3 and…Students have opportunities to determine appropriate next steps for improving their own learning.
2.1 Creates a classroom/community culture of learning	A. Value of effort and challenge	Revision	The teacher's words and actions provide little or no encouragement for academic learning or convey low expectations for student effort. Students do not consistently persist in completing assigned work.	The teacher's words and actions emphasize compliance and completion of work. Students seek to complete tasks without consistent focus on learning or persistence toward quality work.	The teacher's words and actions promote belief in student ability and high expectations for student effort. Students consistently expend effort to learn and persist in producing high quality work.	*All of level 3 and...* Students assume responsibility or take initiative for producing high quality work, holding themselves, and each other, to high standards of performance.
		Original	The teacher makes limited efforts to encourage students in the pursuit of academic learning. Students do not persist in completing assigned learning tasks.	The teacher encourages students to complete learning tasks, but the emphasis falls on "finishing work." Students complete assigned learning tasks, but with little persistence toward quality work.	The teacher encourages students to work hard and meet academic challenges by taking risks. Students persist by responding to teacher feedback to meet learning expectations.	All of level 3 and… Students hold themselves, and each other, to high standards of performance, persisting to achieve excellence.
2.2 Manage student behavior through clear expectations and a balance of positive reinforcement, feedback,	A. Behavioral expectations	Revision	It is evident that the teacher did not teach standards for student behavior. OR Student behavior does not contribute to an academic environment.	The teacher inconsistently communicates standards for student behavior. OR Student behavior inconsistently contributes to an academic environment.	The teacher consistently communicates clear, high standards for student behavior. AND Student behavior consistently contributes to an academic environment.	The teacher has established clear, high standards for student behavior. Without being prompted, students articulate or promote behavioral expectations that support the classroom's academic environment.
		Original	There is limited evidence that the teacher has reinforced the school's standards of conduct for students.	The teacher's efforts to reinforce the school's standards of conduct are inconsistent.	The teacher supports the school's standards of conduct so that students understand and are held to the same high standards.	All of level 3 and…Students take responsibility for conduct without being prompted by teacher. They actively support the school and classroom standards of conduct.

			Level 1	Level 2	Level 3	Level 4
and redirection	B. Response to behavior	Revision	The teacher does not respond to misbehavior when necessary, or the response is repressive or disrespectful of student dignity.	The teacher's verbal or non-verbal response to student behavior is inconsistent. OR Teacher's verbal or non-verbal response is focused on the whole-class. OR Teacher emphasizes consequences over positive reinforcement.	The teacher's verbal or non-verbal response to student behavior is consistent, respectful, proactive, and includes redirection, feedback or positive reinforcement to specific students.	*All of level 3 and...* Students appropriately respond to or redirect each other's behavior.
		Original	Student behavior is inappropriate; and/or, the teacher does not respond to misbehavior or the response is repressive or disrespectful of student dignity and/or fails to positively recognize students' good behavior.	Student infractions of the rules are minor; and/or, the teacher's response to student misbehavior is administered to the whole class and emphasizes consequences over positive reinforcement.	Student behavior is appropriate; the teacher's response to student misbehavior is proactive and includes student specific redirection, feedback and positive reinforcement.	All of level 3 and...The teacher's response to student misbehavior is sensitive to students' individual needs. Students respond to each other's inappropriate behavior and redirect each other.
2.3 Establish a culture of respect and rapport which supports students' emotional safety	A. Interactions between teacher and students	Revision	The teacher's interactions with some students are negative, demeaning, or inappropriate to the age and needs of the students in the class. OR Students exhibit disrespect for the teacher.	The teacher's interactions with students inconsistently demonstrate respect and positivity, or are not consistently appropriate for the age and needs of students in the class. OR Students inconsistently exhibit respect for the teacher.	The teacher's interactions with students are respectful, positive, and appropriate for the age and needs of the students in the class. AND Students exhibit respect for the teacher.	*All of level 3 and...* The teacher's interactions demonstrate a positive rapport with individual students.
		Original	The teacher's interaction with some students is negative, demeaning, sarcastic, or inappropriate to the age and/or individual needs of the students. Students exhibit disrespect for the teacher.	The teacher's interactions with students may reflect occasional inconsistencies, favoritism, or disregard for the age and/or individual needs of the students and/or students exhibit minimal respect for the teacher.	The teacher's interactions with students demonstrate general caring and respect in ways that are appropriate to the age and/or individual needs of the students. Students exhibit respect for the teacher.	All of level 3 and...The teacher's interactions with students reflect respect and caring for individual students.
	B. Student interactions with each other	Revision	Student interactions are impolite and disrespectful, which interferes with learning for some students.	Student interactions are generally polite and respectful, but students do not support each other's learning.	Student interactions are polite and respectful, and students support each other's learning.	*All of level 3 and...* Students encourage each other individually.
		Original	Student interactions are characterized by conflict, sarcasm, or put-downs, which interfere with learning for some students.	Students do not demonstrate disrespect for one another, but do not support each other's learning.	Student interactions are generally polite, respectful, and support each other's learning under the teacher's direction.	All of level 3 and...Students demonstrate genuine respect, caring, and support for each other's learning under their own initiative.
2.4 Use smooth and efficient transitions, routines, and procedures	A. Routines, procedures, and transitions	Revision	The teacher has not established or does not enforce routines, procedures, and transitions, resulting in a loss of instructional time.	The teacher has established some routines, procedures, and transitions; however, some may be missing or inconsistently enforced, resulting in the loss of instructional time.	The teacher has established and enforces routines, procedures, and transitions that maximize instructional time.	All of level 3 and... With minimal prompting, students effectively facilitate some routines, procedures, and transitions.
		Original	The teacher has not established or does not enforce routines and procedures, resulting in chaotic transitions and/or loss of learning time.	The teacher has established some routines and procedures, however inconsistent implementation results in some loss of instructional time.	The teacher has established and enforces routines and procedures; transitions result in little loss of instructional time.	All of level 3 and...Routines and procedures operate seamlessly and efficiently; transitions result in no loss of instructional time.
3.1 Communicate learning objectives to students	A. Communication of the learning objectives of the lesson	Revision	The teacher does not explain the learning objective(s).	The teacher initially explains the college-ready learning objective(s) but does not refer to the objective(s) throughout the lesson. OR Students cannot articulate what they are expected to learn.	The teacher explains the college-read learning objective(s) and refers back to it throughout the lesson.	*All of level 3 and...* Students are able to articulate what they are expected to learn.

		Original	The teacher does not explain the learning objectives or how the objectives promote college-readiness.	The teacher explains the learning objectives and how the objectives promote college-readiness but in language which is not understood by students.	The teacher explains the learning objectives in language that is well understood by students. Students are able to articulate what they are expected to learn. The teacher refers back to the objective at the close of the lesson.	All of level 3 and…Students are able to articulate why they are learning the lesson. The teacher references the objective in multiple ways throughout the lesson.
	B. Connections to prior and future learning experiences	Revision	The teacher makes limited connections between current learning objective(s) and the students' prior or future learning.	The teacher makes connections between the current learning objective(s) and the students' prior *or* future learning. Connections are vague or based on connections to assessments and grades.	The teacher makes connections between the current learning objective(s) and the students' prior *and* future learning to further student understanding of the content material within or outside of the discipline or unit.	The teacher facilitates as students build connections between the current learning objective(s) and their prior and future learning. Students make explicit connections within or outside of the discipline or unit.
		Original	The teacher makes limited connections between current learning objective(s) and students' prior and future learning.	The teacher makes connections between the current learning objective(s) and the students' prior and future learning. Connections are vague and/or based on connections to assessments and grades.	The teacher makes explicit connections between the current learning objective(s) and the students' prior and future learning, facilitating students to make explicit connections between discrete pieces of content knowledge and a larger discipline(s)	All of level 3 and…The teacher facilitates as students build connections to prior and future learning objective(s). Students make explicit connections within and outside of the discipline.
	C. Criteria for success	Revision	The teacher does not establish criteria for successfully demonstrating attainment of the learning objective(s).	The teacher mentions but does not clearly explain the criteria for successfully demonstrating attainment of the learning objective(s).	The teacher clearly articulates the criteria for successfully demonstrating attainment of the lesson objective(s). AND Students are able to articulate the criteria for successfully demonstrating attainment of the learning objective(s).	*All of level 3 and...* The teacher solicits student discussion to define or affirm the criteria for successfully demonstrating attainment of the learning objective(s).
		Original	The teacher does not establish success criteria or does not share them with students and/or the success criteria focuses on what students do rather than what students learn.	The teacher alludes to the success criteria, but does not provide students with models or exemplars. The success criteria are a combination of what students will do and what they will learn.	The teacher clearly states the criteria for success. The teacher provides exemplars or models of successful attainment of the lesson objectives and the success criteria focus on what students will learn.	All of level 3 and…The teacher and students create and/or discuss the criteria for success with a focus on what students will learn. Students use exemplars or models as a means for self-assessing their progress.
3.2 Facilitates Instructional Cycle	A. Executes lesson cycle	Revision	The teacher executes a lesson cycle that is inappropriately paced. AND The teacher does not execute a lesson cycle that gradually releases responsibility.	The teacher executes a lesson cycle that is inappropriately paced. OR The teacher does not execute a lesson cycle that gradually releases responsibility.	The teacher executes an appropriately paced lesson cycle that gradually releases responsibility so that students can independently master the learning objective(s).	*All of level 3 and...* To address the learning needs of subgroups, the teacher adapts the pacing or the release of responsibility.
		Original	The teacher does not implement lesson cycle and/or pacing does not allow the lesson to progress past direct instruction.	The teacher implements lesson cycle inconsistently; pacing of lesson segments is inappropriate for students to make progress toward attaining learning objectives.	The teacher implements the full lesson cycle (or the components of the lesson cycle that meet the needs of the objective and students) with appropriate pacing, which provides opportunities for gradual release and independent practice to demonstrate attainment of the learning objectives.	All of level 3 and…The teacher adapts and differentiates the lesson cycle so individual students progress towards mastery. Students have opportunities to extend or shorten lesson segments as needed throughout the class.

	B. Cognitive Level of Student Learning Experiences	Revision	Learning experiences are not cognitively engaging (at students' various ZPD levels). OR Learning experiences do not match the level of rigor required to attain mastery of the standard/learning objective(s).	Some learning experiences are cognitively engaging (at students' various ZPD levels). OR Some learning experiences match the level of rigor required to attain mastery of the standard/learning objective(s).	Learning experiences throughout the lesson cycle are cognitively engaging (at students' various ZPD levels). AND Learning experiences consistently match the level of rigor required to attain mastery of the standard/learning objective(s).	*All of level 3 and...* Learning experiences require student thinking that exceeds the level of cognition or increases the level of challenge required by the standard/learning objective(s).
		Original	Learning experiences (any and all assignments/strategies) do not meet the level of cognition required to attain mastery of the standard and achieve stated learning objectives.	Some, but not all, learning experiences meet the level of cognition required to attain mastery of the standard and achieve stated learning objectives.	All learning experiences consistently match the level of cognition required to attain mastery of the standard and achieve stated learning objectives.	All of level 3 and…Learning experiences are differentiated to allow individual students to attain mastery of the standard and master the stated learning objectives.
3.3 Implementation of instructional strategies	A. Questioning	Revision	Many questions posed by the teacher do not move student thinking toward mastery of the learning objective(s). OR Most of the questions posed by the teacher require little cognitive challenge. OR Wait time is not used.	The teacher poses questions to a small number of students in the class. OR The teacher inconsistently scaffolds questions toward cognitive challenge and mastery of the learning objective(s). OR Wait time is used inconsistently.	The teacher poses questions to a wide range of students that are scaffolded toward cognitive challenge and mastery of the learning objective(s). AND The teacher uses strategies to enable students to correctly answer questions and extend or justify their thinking. AND Wait time is used consistently.	*All of Level 3 and...* Students pose questions that require cognitive challenge. OR Students initiate questions to further other students' understanding of the content.
		Original	The teacher poses low-level, rote recall questions that require little cognitive challenge. Wait time is not utilized.	The teacher poses a combination of low and mid- level questions that require inconsistent levels of cognitive challenge. Wait time is used inconsistently.	The teacher poses scaffolded questions to move student thinking towards mastery of the learning objective. Wait time is used consistently. Students have opportunities to process the question before answering; teacher requires students to fully answer questions, and uses probing questions to extend students' ideas.	All of level 3 and…Students pose questions that require consistent cognitive challenge. Students respond to questions in a way that engages one other and respond to questions without prompting from the teacher. Students initiate questions to further their understanding of the content.
	B. Academic Discourse	Revision	The teacher does not require students to use academic vocabulary, discuss academic ideas, or justify their reasoning. OR The teacher provides minimal opportunities for student discussion.	The teacher inconsistently requires students in whole class or small group conversations to use academic vocabulary, discuss academic ideas, *or* justify their reasoning. OR Academic discourse is limited to a small number of students.	The teacher facilitates conversations in whole class and small group settings that require all students to consistently use academic vocabulary, discuss academic ideas, *and* justify their reasoning.	Students facilitate whole class or small group discussions and consistently use academic vocabulary, discuss academic ideas, and justify their reasoning.
		Original	Conversations, in whole and small group settings, are moderated by the teacher and elicit little academic discourse (I.e., content vocabulary, scholarly language. among students.	Conversations, in whole and small group settings, are dominated by a small number of students and result in inconsistent levels of academic discourse among students.	Conversations, in whole and small group settings are facilitated by the teacher and involve students in consistent levels of academic discourse; students display some, but not all of the following: talking about an academic idea, using academic vocabulary and supporting ideas with evidence.	All of level 3 and…Conversations are facilitated by students. Students talk without prompting about an academic idea, using academic vocabulary and support ideas with evidence.

	C. Group structures	Revision	The structure and size of grouping arrangements do not move students toward mastery of the learning objective(s).	The structure and size of grouping arrangements inconsistently move students toward mastery of the learning objective(s). OR Students inconsistently participate within all group structures.	The structure and size of grouping arrangements move students toward mastery of the learning objective(s). AND Students actively participate within all group structures.	*All of level 3 and...* The teacher differentiates grouping arrangements in order to maximize learning for individual students. Students rely on each other to work through challenging activities and hold themselves and each other accountable for individual or group work.
		Original	There is a mismatch between the grouping structure and instructional objective/student needs.	Instructional grouping arrangements are partially successful in maximizing student learning (i.e. structure, roles, duration). Student participation is inconsistent and teacher may not hold students accountable for individual/group work.	Instructional grouping arrangements maximize student learning (i.e. structure, roles, duration etc.) Teacher facilitation enhances collaboration and students are held accountable for individual/group work.	All of level 3 and...Teacher differentiates grouping arrangements in order to maximize learning for individual students. Students rely on each other to work through challenging activities and hold themselves and each other accountable for individual/group work.
	D. Resources and instructional materials	Revision	Resources and instructional materials are unsuitable to the lesson objective(s), distract from or interfere with student learning, or do not promote cognitive engagement.	Resources and instructional materials are partially suitable to the lesson objective(s). Resources and materials only partially promote cognitive engagement.	Resources and instructional materials are suitable to the lesson objective(s), support attainment of the learning objective(s), and promote cognitive engagement.	*All of level 3 and...* Resources and instructional materials require cognitive engagement. Students choose, adapt, or create materials to extend learning.
		Original	Resources and instructional materials are unsuitable to the lesson objectives, distract from or interfere with student learning, and/or do not promote cognitive engagement.	Resources and instructional materials are partially suitable to the lesson objectives. Resources and materials only partially promote cognitive engagement.	Resources and instructional materials are suitable to the lesson objectives, support attainment of the learning objective, and promote cognitive engagement.	All of level 3 and...Resources and instructional materials require cognitive engagement. Students choose, adapt or create materials to extend learning.
3.4 Monitoring student learning during instruction	A. Checking for understanding and adjusting instruction	Revision	The teacher does not check for students' understanding of the learning objectives during the lesson. OR The teacher does not adjust instruction based on the data.	The teacher inconsistently checks for understanding throughout the lesson cycle. OR The checks do not yield actionable data on students' progress toward the learning objective(s). OR The teacher inconsistently or ineffectively adjusts instruction based on the data.	The teacher checks for understanding using varied techniques throughout the lesson cycle to yield actionable data on students' progress toward the learning objective(s). AND The teacher adjusts instruction based on the data to meet students' learning needs.	*All of level 3 and...* The teacher implements differentiated instruction and continued checks for understanding based on the progress of subgroups toward mastery of the learning objective(s).
		Original	The teacher does not check for students' understanding of the learning objectives during the lesson and/or does not adjust instruction.	The teacher has limited techniques to accurately check for students' understanding of the learning objectives and/or does not use the information gained to make adjustments in instruction.	The teacher uses frequent and varied techniques to accurately monitor students' progress toward the learning objectives and immediately adjusts instruction to meet students' learning needs.	All of level 3 and...Students self-assess and suggest adjustments in the instruction to meet their needs.
	B. Feedback to students	Revision	The teacher does not provide feedback to students. OR Feedback does not advance students toward mastery of the learning objective(s).	The teacher provides feedback but not throughout the lesson cycle. OR Feedback inconsistently advances students toward attainment of the learning	The teacher provides feedback throughout the lesson cycle that is specific and timely. AND Feedback consistently advances students toward attainment of the learning objective(s).	*All of level 3 and...* Students provide specific feedback to one another.

				objective(s).		
		Original	The teacher provides no feedback to students or the feedback does not advance students' toward attainment of learning objectives.	The teacher provides a combination of general and instructive feedback that inconsistently advances students toward attainment of the learning objectives.	The teacher provides specific, timely, and instructive feedback to students, which consistently advances students toward attainment of the learning objectives.	All of level 3 and…Students provide instructive feedback to one another.