

INSTRUCTION: STANDARDS AND OBJECTIVES

5 Significantly Above Expectations	3 At Expectations	1 Significantly Below Expectations
<ul style="list-style-type: none">• All learning objectives and state content standards are explicitly communicated.• Sub-objectives are aligned and logically sequenced to the lesson's major objective.• Learning objectives are: (a) consistently connected to what students have previously learned, (b) know from life experiences, and (c) integrated with other disciplines.• Expectations for student performance are clear, demanding, and high.• State standards are displayed and referenced throughout the lesson.• There is evidence that most students demonstrate mastery of the objective.	<ul style="list-style-type: none">• Most learning objectives and state content standards are communicated.• Sub-objectives are mostly aligned to the lesson's major objective.• Learning objectives are connected to what students have previously learned.• Expectations for student performance are clear.• State standards are displayed.• There is evidence that most students demonstrate mastery of the objective.	<ul style="list-style-type: none">• Few learning objectives and state content standards are communicated.• Sub-objectives are inconsistently aligned to the lesson's major objective.• Learning objectives are rarely connected to what students have previously learned.• Expectations for student performance are vague.• State standards are displayed.• There is evidence that few students demonstrate mastery of the objective.

INSTRUCTION: THINKING

5 Significantly Above Expectations	3 At Expectations	1 Significantly Below Expectations
<ul style="list-style-type: none">• The teacher thoroughly teaches two or more types of thinking:<ul style="list-style-type: none">○ analytical thinking, where students analyze, compare and contrast, and evaluate and explain information;○ practical thinking, where students use, apply, and implement what they learn in real-life scenarios;○ creative thinking, where students create, design, imagine, and suppose; and○ research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems.• The teacher provides opportunities where students:<ul style="list-style-type: none">○ generate a variety of ideas and alternatives;○ analyze problems from multiple perspectives and viewpoints; and○ monitor their thinking to ensure that they understand what they are learning, are attending to critical information, and are aware of the learning strategies that they are using and why	<ul style="list-style-type: none">• The teacher thoroughly teaches one type of thinking:<ul style="list-style-type: none">○ analytical thinking, where students analyze, compare and contrast, and evaluate and explain information;○ practical thinking, where students use, apply, and implement what they learn in real-life scenarios;○ creative thinking, where students create, design, imagine, and suppose; and○ research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems.• The teacher provides opportunities where students:<ul style="list-style-type: none">○ generate a variety of ideas and alternatives; and○ analyze problems from multiple perspectives and viewpoints.	<ul style="list-style-type: none">• The teacher implements no learning experiences that thoroughly teach any type of thinking.• The teacher provides no opportunities where students:<ul style="list-style-type: none">○ generate a variety of ideas and alternatives; or○ analyze problems from multiple perspectives and viewpoints.

INSTRUCTION: PROBLEM SOLVING

5 Significantly Above Expectations	3 At Expectations	1 Significantly Below Expectations
<p>The teacher implements activities that teach and reinforce three or more of the following problem-solving types:</p> <ul style="list-style-type: none"> • Abstraction • Categorization • Drawing Conclusions/Justifying Solutions • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing 	<p>The teacher implements activities that teach two of the following problem-solving types:</p> <ul style="list-style-type: none"> • Abstraction • Categorization • Drawing Conclusions/Justifying Solution • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing 	<p>The teacher implements activities that teach two of the following problem-solving types:</p> <ul style="list-style-type: none"> • Abstraction • Categorization • Drawing Conclusions/Justifying Solution • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing