

## PLANNING: INSTRUCTIONAL PLANS

5 SIGNIFICANTLY ABOVE EXPECTATIONS	3 AT EXPECTATIONS	1 SIGNIFICANTLY BELOW
<p><b>Instructional plans include:</b></p> <ul style="list-style-type: none"> <li>measurable and explicit goals aligned to state content standards;</li> <li>activities, materials, and assessments that:                             <ul style="list-style-type: none"> <li>are aligned to state standards.</li> <li>are sequenced from basic to complex.</li> <li>build on prior student knowledge, are relevant to students' lives, and integrate other disciplines.</li> </ul> </li> <li>provide appropriate time for student work, student reflection, and lesson and unit closure;</li> <li>evidence that plan is appropriate for the age, knowledge, and interests of all learners; and</li> <li>evidence that the plan provides regular opportunities</li> <li>to accommodate individual student needs</li> </ul>	<p><b>Instructional plans include:</b></p> <ul style="list-style-type: none"> <li>goals aligned to state content standards;</li> <li>activities, materials, and assessments that:                             <ul style="list-style-type: none"> <li>are aligned to state standards.</li> <li>are sequenced from basic to complex.</li> <li>build on prior student knowledge.</li> <li>provide appropriate time for student work, and lesson and unit closure;</li> </ul> </li> <li>evidence that plan is appropriate for the age, knowledge, and interests of most learners; and</li> <li>evidence that the plan provides some opportunities to accommodate individual student needs</li> </ul>	<p><b>Instructional plans include:</b></p> <ul style="list-style-type: none"> <li>few goals aligned to state content standards;</li> <li>activities, materials, and assessments that:                             <ul style="list-style-type: none"> <li>are rarely aligned to state standards.</li> <li>are rarely logically sequenced.</li> <li>rarely build on prior student knowledge</li> <li>inconsistently provide time for student work, and lesson and unit closure;</li> <li>little evidence that the plan is appropriate for the age,</li> </ul> </li> <li>knowledge, or interests of the learners; and</li> <li>little evidence that the plan provides some opportunities to accommodate individual student needs</li> </ul>

## PLANNING: STUDENT WORK

5 SIGNIFICANTLY ABOVE EXPECTATIONS	3 AT EXPECTATIONS	1 SIGNIFICANTLY BELOW
<p><b>Assignments require students to:</b></p> <ul style="list-style-type: none"> <li>organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it;</li> <li>draw conclusions, make generalizations, and produce arguments that are supported through extended writing; and</li> <li>connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives, both inside and outside of school.</li> </ul>	<p><b>Assignments require students to:</b></p> <ul style="list-style-type: none"> <li>interpret information rather than reproduce it;</li> <li>draw conclusions and support them through writing and</li> <li>connect what they are learning to prior learning and some life experiences</li> </ul>	<p><b>Assignments require students to:</b></p> <ul style="list-style-type: none"> <li>mostly reproduce information;</li> <li>rarely draw conclusions and support them through writing; and</li> <li>rarely connect what they are learning to prior learning or life experiences.</li> </ul>

## PLANNING: ASSESSMENT

5 SIGNIFICANTLY ABOVE EXPECTATIONS	3 AT EXPECTATIONS	1 SIGNIFICANTLY BELOW
<p><b>Assessment Plans:</b></p> <ul style="list-style-type: none"> <li>are aligned with state content standards;</li> <li>have clear measurement criteria;</li> <li>measure student performance in more than three ways (e.g., in the form of a project, experiment, pre-sentation, essay, short answer, or multiple-choice test);</li> <li>require extended written tasks;</li> <li>are portfolio-based with clear illustrations of student progress toward state content standards; and</li> <li>include descriptions of how assessment results will be used to inform future instruction.</li> </ul>	<p><b>Assessment Plans:</b></p> <ul style="list-style-type: none"> <li>are aligned with state content standards;</li> <li>have measurement criteria;</li> <li>measure student performance in more than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple-choice test);</li> <li>require written tasks; and</li> <li>include performance checks throughout the school year.</li> </ul>	<p><b>Assessment Plans:</b></p> <ul style="list-style-type: none"> <li>are rarely aligned with state content standards;</li> <li>have ambiguous measurement criteria;</li> <li>measure student performance in less than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple-choice test); and</li> <li>include performance checks, although the purpose of these checks is not clear.</li> </ul>