|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Exemplary** |
| 1c: Setting Instructional Outcomes | The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning. Outcomes are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning /only one discipline and are suitable for only some students.  | Outcomes represent moderately high expectations and rigor. Some reflect important learning and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration. Outcomes, based on global assessments of students learning, are suitable for most of the students in the class.  | Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.  | All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.  |
| Critical Attributes | * Outcomes lack rigor.
* Outcomes do not represent important learning in the discipline.
* Outcomes are not clear or are stated as activities.
* Outcomes are not suitable for many students in the class.
 | * Outcomes represent a mixture of low expectations and rigor.
* Some outcomes reflect important learning in the discipline.
* Outcomes are suitable for most of the class.
 | * Outcomes represent high expectations and rigor.
* Outcomes are related to “big ideas”.
* Outcomes are written in terms of what students will learn rather than do.
* Outcomes represent a range of types: factual knowledge, conceptual understanding, reasoning, management, and communication.
* Outcomes, differentiated where necessary, are suitable to groups of students in the class
 | * The teacher’s plans reference curricular frameworks or blueprints to ensure accurate sequencing.
* The teacher connects outcomes to previous and future learning.
* Outcomes are differentiated to encourage individual students to take educational risks.
 |
| 1e: Designing Coherent Instruction | Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.  | Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate rigor, but with no differentiation. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations. | Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant rigor, with some differentiation for different groups of students and varied use of instructional groups. | The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice. |
| Critical Attributes | * Learning activities are boring and/or not aligned to the instructional goals.
* Instructional groups do not support learning.
* Lesson plans are not structured or sequences and are unrealistic in their expectations.
 | * Learning activities are moderately challenging.
* Learning resources are suitable, but there is limited variety.
* Instructional groups are random, or they only partially support objectives.
* Lesson structure is uneven or may be unrealistic about time expectations.
 | * Learning activities match to instructional outcomes.
* Activities provide opportunity for higher-level thinking.
* The teacher provides a variety of appropriately challenging materials and resources.
* Instructional student groups are organized thoughtfully to maximize learning and build on students’ strengths.
 | * Activities permit student choice.
* Learning experiences connect to other disciplines.
* The teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.
* Lesson plans differentiate for individual student needs.
 |
| 1f: Designing Student Assessments | Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assess. The teacher has no plan to incorporate formative assessment in the lesson or unit. | Assessment procedures are partially aligned with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher’s approach to using formative assessment is basic, including only some of the instructional outcomes.  | All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.  | All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students. The approach to using formative assessment is well designed and includes student and teacher use of the assessment information.  |
| Critical Attributes | * Assessments do not match instructional outcomes.
* Assessments lack criteria.
* No formative assessments have been designed.
* Assessment results do not affect future plans.
 | * Only some of the instructional outcomes are addressed in the planned assessments.
* Assessment criteria are vague.
* Plans refer to the use of formative assessments, but they are not fully developed.
* Assessment results are used to design lesson plans for the whole class, not individual students.
 | * All the learning outcomes have an assessment.
* Assessment types match learning expectations.
* Plans indicate modified assessments when they are necessary for some students
* Assessment criteria are clearly written.
* Plans include formative assessments to use during instruction.
* Lesson plans indicate possible adjustments based on formative assessment data.
 | * Assessments provide opportunities for student choice.
* Students participate in designing assessments for their own work.
* Teacher-designed assessments are authentic, with real-world application as appropriate.
* Students develop rubrics according to teacher specified learning objectives.
* Students are actively involved in collecting information from formative assessments and provide input
 |