

PLANNING

SIGNIFICANTLY BELOW EXPECTATIONS (1)

- Instructional plans include:
- few goals aligned to state content standards;
 - activities, materials, and assessments that:
 - are rarely aligned to state standards.
 - are rarely logically sequenced.
 - rarely build on prior student knowledge
 - inconsistently provide time for student work, and lesson and unit closure;
 - little evidence that the plan is appropriate for the age, knowledge, or interests of the learners; and
 - little evidence that the plan provides some opportunities to accommodate individual student needs.

AT EXPECTATIONS (3)

- Instructional plans include:
- goals aligned to state content standards;
 - activities, materials, and assessments that:
 - are aligned to state standards.
 - are sequenced from basic to complex.
 - build on prior student knowledge.
 - provide appropriate time for student work, and lesson and unit closure;
 - evidence that plan is appropriate for the age, knowledge, and interests of most learners; and
 - evidence that the plan provides some opportunities to accommodate individual student needs.

SIGNIFICANTLY ABOVE EXPECTATIONS (5)

- Instructional plans include:
- measurable and explicit goals aligned to state content standards;
 - activities, materials, and assessments that:
 - are aligned to state standards.
 - are sequenced from basic to complex.
 - build on prior student knowledge, are relevant to students' lives, and integrate other disciplines.
 - provide appropriate time for student work, student reflection, and lesson and unit closure;
 - evidence that plan is appropriate for the age, knowledge, and interests of all learners; and
 - evidence that the plan provides regular opportunities to accommodate individual student needs.

Instructional Plans

Student Work

- Assignments require students to:
- organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it;
 - draw conclusions, make generalizations, and produce arguments that are supported through extended writing; and
 - connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives, both inside and outside of school.

- Assignments require students to:
- interpret information rather than reproduce it;
 - draw conclusions and support them through writing; and
 - connect what they are learning to prior learning and some life experiences.

- Assignments require students to:
- mostly reproduce information;
 - rarely draw conclusions and support them through writing; and
 - rarely connect what they are learning to prior learning or life experiences.

Assessment

- Assessment Plans:
- are aligned with state content standards;
 - have clear measurement criteria;
 - measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple-choice test);
 - require extended written tasks;
 - are portfolio-based with clear illustrations of student progress toward state content standards; and
 - include descriptions of how assessment results will be used to inform future instruction.

- Assessment Plans:
- are aligned with state content standards;
 - have measurement criteria;
 - 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);
 - require written tasks; and
 - include performance checks throughout the school year.

- Assessment Plans:
- are rarely aligned with state content standards;
 - have ambiguous measurement criteria;
 - 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
 - include performance checks, although the purpose of these checks is not clear.