

## PLANNING

	SIGNIFICANTLY ABOVE EXPECTATIONS (5)	AT EXPECTATIONS (3)	SIGNIFICANTLY BELOW EXPECTATIONS (1)
<b>Instructional Plans</b>	<p>Instructional plans include:</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> <li>○ provide appropriate time for student work, student reflection, and lesson and unit closure;</li> </ul> </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 to accommodate individual student needs.</li> </ul>	<p>Instructional plans include:</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>Instructional plans include:</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> </ul> </li> <li>• little evidence that the plan is appropriate for the age, knowledge, or interests of the learners; and</li> <li>• little evidence that the plan provides some opportunities to accommodate individual student needs.</li> </ul>
<b>Student Work</b>	<p>Assignments require students to:</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>Assignments require students to:</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>Assignments require students to:</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>
<b>Assessment</b>	<p>Assessment Plans:</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, presentation, 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>Assessment Plans:</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>Assessment Plans:</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>