

AF's Essentials of Instruction

Purpose of the Essentials:

- Clearly define great instruction at AF
- Provide a framework the five key questions for every observation, PD, discussion of instruction, etc.
- Support teacher growth and effectiveness
- Measure the quality of instruction
- Provide a strong framework for Teacher Career Pathway observations

Intentional Design:

- Championing Joyful Rigor
- Alignment to the Common Core and AP, especially the shifts toward increased rigor and deep student thinking
- Include both "foundational" (e.g., tight classroom or kids on task) and excellence (e.g., investment and deep student thinking) criteria
- Keep 1-5 scoring for consistency
- Reduce the number of Essentials in half; 1 page per Essential, 5 pages total
- Focus more on student actions. We believe that student outcomes are the ultimate measure of instruction, so we are focused less on individual teacher inputs and more on the impact of these inputs

Scoring Guidance:

- Determine what rating BEST answers the big question for the Essential: ineffective, emergent, solid, strong, or exemplary. The evidence does not need to meet every single indicator as the overall score is <u>not</u> an average of the indicators beneath it; it is more about the rating of the preponderance of evidence.
- The indicators are listed in order of importance, so if someone is especially weak or strong on indicators towards the top of the page, it should influence the overall rating.
- A score of "3 Solid" indicates that the teacher is meeting the bar for effective instruction. Scores will be out of 25 (5 possible points per Essential) and may not translate exactly to the previous Essentials Rubric. We will reevaluate observation minimums needed for stage advancement.
- A score of "5 Exemplary" means that all the level 4 indicators are present and the level of instruction matches the descriptors of "5 exemplary." To reach a 5, there may not always be evidence of all of the exemplary criteria, but there cannot be evidence that goes against them.

The Five Essentials

RIGOR | Are students grappling with content aligned to the College Ready Bar?

FOCUS | Are students focused on the work of the lesson from start to finish?

INVESTMENT | Would students stay if they had the choice to leave?

THINKING | Are students doing the heavy lifting? Does instruction unleash the intellect of scholars?

FEEDBACK | Are students rapidly improving the quality of their work based on clear, actionable feedback?

5. EXEMPLARY	4. STRONG	3. SOLID	2. EMERGENT	1. INEFFECTIVE
All Level 4 descriptors and - The top five students in the class are clearly challenged by the content pitch. - Students show excitement when the rigor level is increased and/or students actively seek out additional	College Ready Bar - The ENTIRE lesson focuses on content that advances students toward grade-level standards (pitched at/above Common Core and/or AP and never lower than the bar set by the AF S+S). - The central question/task is pitched to the college ready bar and designed to maximize thinking and discourse.	College Ready Bar - MOST of the lesson focuses on content that advances students toward grade-level standards (pitched at/above Common Core and/or AP and never lower than the bar set by the AF S+S). - The central question/task is pitched to the college ready bar and clearly drives the lesson.	College Ready Bar - SOME of the lesson focuses on content that advances students toward grade-level standards (pitched at/above Common Core and/or AP and never lower than the bar set by the AF S+S). - The central question/task is pitched to the college ready bar but is not clearly driving the lesson.	College Ready Bar - The lesson DOES NOT adequation content that advances studing grade-level standards (pitched Common Core and/or AP). The lower than the AF S+S. - The central question/task is N to the college ready bar.
- Students sound like writers, scientists, mathematicians, historians, artists, etc.; they use the technical vocabulary and lens of viewing problems appropriate to the	Student Outcomes - ALL or ALMOST ALL oral and written responses are top-quality (meet stated criteria and often include many of the following: accurate answer, clear logic, strong evidence, standard grammar, complete sentences, clear, and demonstrate best effort).	Student Outcomes - MOST oral and written responses are top-quality (meet stated criteria and often include many of the following: accurate answer, clear logic, strong evidence, standard grammar, complete sentences, clear, and demonstrate best effort).	Student Outcomes - SOME oral and written responses are top-quality (meet stated criteria and often include many of the following: accurate answer, clear logic, strong evidence, standard grammar, complete sentences, clear, and demonstrate best effort).	Student Outcomes - FEW oral and written response quality (meet stated criteria and include many of the following: answer, clear logic, strong evide standard grammar, complete sections, and demonstrate best efforts.
discipline.	Time Spent in Rigorous Tasks - Students engage in frequent higher order thinking – beyond basic remembering (Bloom) or recall and reproduction (Webb).	Time Spent in Rigorous Tasks -Students engage in ample higher order thinking – beyond basic remembering (Bloom) or recall and reproduction (Webb).	Time Spent in Rigorous Tasks - Students engage in some higher order thinking – though the focus is mostly on basic remembering (Bloom) or recall and reproduction (Webb).	Time Spent in Rigorous Tasks - Students rarely engage in high thinking – focusing instead on be remembering (Bloom) or recall reproduction (Webb).

- Students spend most of class time on the most rigorous tasks and questions. The big question does drive the class, but there may be too much scaffolding (or not enough) at times.

- Differentiation is leveraged so that ALL or ALMOST ALL students are challenged (e.g., extension activities, individual focus areas, changing independent v. partner v. small group for different students)

- Students spend almost all of class time

The big question drives the class with

scaffolding provided when necessary.

Differentiation

on the most rigorous tasks and questions.

- When appropriate, students generate more than two arguable answers or solution pathways to the focus question.

Word and World Knowledge

- ALL or ALMOST ALL scholars appropriately and accurately use domainspecific vocabulary and reference strong background knowledge on the topic.

Differentiation

- Differentiation is leveraged so that MOST students are challenged (e.g., extension activities, individual focus areas, changing independent v. partner v. small group for different students).
- When appropriate, students generate two arguable answers or solution pathways to the focus question.

Word and World Knowledge

- MOST scholars appropriately and accurately use domain-specific vocabulary and reference strong background knowledge on the topic. - Students spend some of class time on the most rigorous tasks and questions.

Differentiation

- Differentiation is leveraged so that SOME students are challenged (e.g., extension activities, individual focus areas, changing independent v. partner v. small group for different students).
- Students generate only one answer or solution pathway to the focus question (when more than one is appropriate).

Word and World Knowledge

- SOME scholars appropriately and accurately use domain-specific vocabulary and reference strong background knowledge on the topic.

v Bar

- OES NOT adequately focus at advances students toward andards (pitched at/above e and/or AP). The bar is set e AF S+S.
- question/task is NOT pitched ready bar.

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d written responses are topstated criteria and often of the following: accurate logic, strong evidence, nmar, complete sentences, nonstrate best effort).

Rigorous Tasks

- rely engage in higher order using instead on basic (Bloom) or recall and (Webb).
- Students spend little to no class time on the most rigorous tasks and questions.

Differentiation

- Differentiation is not leveraged, resulting in FEW or NO students being challenged (e.g., extension activities, individual focus areas, changing independent v. partner v. small group for different students).
- Students generate unclear answers or solution pathways to the focus question.

Word and World Knowledge

- FEW scholars appropriately and accurately use domain-specific vocabulary and reference strong background knowledge on the topic.

	students focused on the wo		2. EMERGENT	4 INFEFFORME
5. EXEMPLARY All Level 4 descriptors and	On Task	3. SOLID On Task	On Task	1. INEFFECTIVE On Task
- Students demonstrate a	- Off-task behavior has no material	- Off-task behavior is minor and has a	- Off-task behavior moderately affects	- Off-task behavior significantly affects the
sense of ownership of	impact on the classroom climate or the	minimal effect on the classroom climate	the classroom climate and the learning	classroom climate and the learning of
behavioral expectations and	learning of others.	or learning of others.	of others.	others.
intellectual effort by self-	learning of others.	or learning or others.	or others.	others.
correcting and cueing each	- ALL (or ALL but ONE) students follow	- ALMOST ALL students follow directions	- MOST students follow directions the	- SOME, FEW or NO students follow
other to fix behavior.	directions the first time they are stated.	the first time they are stated.	first time they are stated.	directions the first time they are stated.
other to my bendylor.	an ections the most time they are stated.	the mot time they are stated.	mot time they are stated.	an ections the most time they are stated.
- Students immediately and	- ALL (or ALL but ONE) students fix their	- ALMOST ALL students fix their behavior	- MOST students fix their behavior	- SOME, FEW or NO students fix their
politely insist that other	behavior immediately and in a	immediately and in a professional	immediately and in a professional	behavior immediately and in a
students demonstrate habits	professional manner when corrected.	manner when corrected.	manner when corrected.	professional manner when corrected.
of effective discussion, when				
applicable.	Tight Routines	Tight Routines	Tight Routines	Tight Routines
	- ALL (or ALL but ONE) students execute	- ALMOST ALL students execute efficient	- MOST students execute transitions,	- SOME, FEW, or NO students execute
- Students assume	efficient and clear transitions, routines,	and clear transitions, routines, and	routines, and procedures according to	transitions, routines, and procedures
responsibility for transitions,	and procedures according to the routine	procedures according to the routine	the routine Vision of Excellence (VOE)	according to the routine Vision of
routines, and procedures	Vision of Excellence (VOE) by adhering to	Vision of Excellence (VOE) by adhering to	by adhering to expected speed, route,	Excellence (VOE) by adhering to expected
and ALL students execute	expected speed, route, and volume level.	expected speed, route, and volume level.	and volume level.	speed, route, and volume level.
them in an orderly and				
efficient manner, requiring	Scholar Habits	Scholar Habits	Scholar Habits	Scholar Habits
no direction or narration	- ALL (or ALL but ONE) students meet	- ALMOST ALL students meet the school's	- MOST students meet the school's	- SOME, FEW or NO students meet the
from the teacher.	the school's Vision of Excellence (VOE)	Vision of Excellence (VOE) for	Vision of Excellence (VOE) for	school's Vision of Excellence (VOE) for
ALL OF ALMOST ALL	for foundational habits by speaking in	foundational habits by speaking in loud	foundational habits by speaking in loud	foundational habits by speaking in loud
- ALL or ALMOST ALL	loud and proud voices, sitting in active learning positions, tracking the speaker,	and proud voices, sitting in active	and proud voices, sitting in active	and proud voices, sitting in active learning
students demonstrate a		learning positions, tracking the speaker,	learning positions, tracking the speaker,	positions, tracking the speaker, raising
palpable sense of urgency in starting and completing both	raising confident hands, speaking in complete sentences, listening actively,	raising confident hands, speaking in complete sentences, listening actively,	raising confident hands, speaking in complete sentences, listening actively,	confident hands, speaking in complete sentences, listening actively, participating
routines and academic work,	participating in whole-group or partner	participating in whole-group or partner	participating in whole-group or partner	in whole-group or partner discussions, and
by assessing their own	discussions, and completing instructional	discussions, and completing instructional	discussions, and completing	completing instructional activities.
understanding of the task	activities.	activities.	instructional activities.	completing instructional activities.
and asking questions	activities.	activities.	mistractional activities.	
immediately if confused.	Urgency	Urgency	Urgency	Urgency
ca.acc., coacca.	- ALL (or ALL but ONE) students sustain	- ALMOST ALL students sustain their	- MOST students sustain their focus	- SOME, FEW, or NO students sustain
	their focus during the entire learning	focus during the entire learning activity,	during the entire learning activity,	their focus during the entire learning
	activity, adjusting their pace, if	adjusting their pace, if necessary, to	adjusting their pace, if necessary, to	activity, adjusting their pace, if necessary,
	necessary, to complete the activity	complete the activity within the	complete the activity within the	to complete the activity within the
	within the designated amount of time.	designated amount of time.	designated amount of time.	designated amount of time.
	_			
	- ALL (or ALL but ONE) students who	- ALMOST ALL students who finish a task	- MOST students who finish a task early	- SOME, FEW, or NO students who finish a
	finish a task early "assign themselves"	early "assign themselves" quality work to	"assign themselves" quality work to	task early "assign themselves" quality
	avality work to loverage outre time	loveres outre time	Laurana autora tima	Lucia alcha Laccana access attenda

leverage extra time.

work to leverage extra time.

leverage extra time.

quality work to leverage extra time.

5. EXEMPLARY	Would students stay if th	3. SOLID	2. EMERGENT	1. INEFFECTIVE
All Level 4 descriptors and	Joy	<u>Joy</u>	Joy	Joy
- Students create as well as	- The tone of the class is very positive. ALL	- The tone of the class is positive. MOST	- The tone of the class is neutral. MANY	- The tone of the class is negative. Several
participate in the joyful	or ALMOST ALL students project	students project happiness and	students do not appear happy or	students appear overtly bored, unhappy,
igor.	happiness and enthusiasm in facial	enthusiasm in facial expressions and	enthusiastic in facial expressions and	or angry in facial expressions and body
	expressions and body language.	body language	body language	language.
Students authentically				
elebrate each other and	- There is more than one moment of joy,	- There are one or more moments of joy,	- Some students appear bored.	- Many students appear bored. There are
name the values and	wonder, or laughter.	wonder, or laughter.		NO moments of joy or wonder.
contributions each other				
bring.	Curiosity & Challenge	Curiosity & Challenge	Curiosity & Challenge	Curiosity & Challenge
	- ALL or ALMOST ALL students	- MOST students demonstrate	- SOME students demonstrate	- FEW or NO students demonstrate
Students fully own	demonstrate motivation to answer	motivation to answer questions and	motivation to answer questions and	motivation to answer questions and solve
classroom rituals and	questions and solve problems. (Evidence	solve problems. (Evidence includes	solve problems. (Evidence includes	problems. (Evidence includes extending
character goals and play	includes extending the conversation,	extending the conversation, taking	extending the conversation, taking	the conversation, taking strong notes,
active leadership roles in	taking strong notes, searching sources for	strong notes, searching sources for	strong notes, searching sources for	searching sources for evidence, raising
the classroom in ways that	evidence, raising hands to engage, staying	evidence, raising hands to engage,	evidence, raising hands to engage,	hands to engage, staying on topic during
reflect a deep commitment	on topic during partner and small group	staying on topic during partner and small	staying on topic during partner and	partner and small group discussions,
to their teacher, each	discussions, actively tracking and	group discussions, actively tracking and	small group discussions, actively	actively tracking and nodding).
other, and their learning.	nodding).	nodding).	tracking and nodding).	
-There is a palpable zest for	- ALL or ALMOST ALL students	- MOST students demonstrate a	- SOME students demonstrate a	- FEW or NO students demonstrate a
learning.	demonstrate a willingness to take risks by	willingness to take risks by sharing their	willingness to take risks by sharing their	willingness to take risks by sharing their
	sharing their thinking even when they're	thinking even when they're not sure that	thinking even when they're not sure	thinking even when they're not sure that
	not sure that they're right (this sounds	they're right (this sounds like: "I'm not	that they're right (this sounds like: "I'm	they're right (this sounds like: "I'm not
	like: "I'm not sure, but my best thinking	sure, but my best thinking is" or "I'll	not sure, but my best thinking is" or	sure, but my best thinking is" or "I'll
	is" or "I'll take a stab here" OR a	take a stab here" OR a teacher or	"I'll take a stab here" OR a teacher or	take a stab here" OR a teacher or
	teacher or student celebration of a risk	student celebration of a risk taken).	student celebration of a risk taken).	student celebration of a risk taken).
	taken).	,	,	,
	Respect & Care	Respect & Care	Respect & Care	Respect & Care
	- ALL students respond respectfully to the	- ALMOST ALL students respond	- MOST students respond respectfully	- SOME, FEW, or NO students respond
	teacher and each other.	respectfully to the teacher and each	to the teacher and each other.	respectfully to the teacher and/or each
		other.		other.
	- There are MANY moments where	- There SOME moments where students	- There are FEW to NO moments where	- Students discourage each other from
	students encourage each other to take	encourage each other to take risks (e.g.,	students encourage each other to take	taking risks (e.g., rolling eyes or snickering
	risks (e.g., giving snaps and smiling at each	giving snaps and smiling at each other	risks (e.g., with snaps and smiles).	in response to mistakes or comments).
	other without prompting).	without prompting).	(5.6.)	and the property of the state o

All Level 4 descriptors - The class functions effectively with student facilitation. The teacher could step away, and the students could lead the class and push deep thinking on other to stretch it, 'forove it, 'and/or explain their logic). - Students actively - Students to complete MOST of the cognitive work during the lesson (at least 40% of the time), by reading, writing, discussing, analyzing, computing, or problem solving. - ALL or ALMOST ALL discourse activities are student-to-student interaction v. student-to-teacher-to-student interactions. - MOST discourse activities are student-to-to-teacher-to-student interactions. - MOST students actively - Few or NO discourse activities are student-to-to-teacher-to-student interactions. - MOST students are prepared to answer the question when cold called, turning and talking, or writing. - ALL or ALMOST ALL students provide meaningful evidence to support their thinking in light of other students in discussion and in writing (≥ 60% of time). - Students complete SOME of the cognitive work during the lesson (at least 40% of the time), by reading, writing, discussing, analyzing, computing, or problem solving. - MOST discourse activities are student-to-teacher-to-student interaction v. student-to	THINKIN	IG Are scholars doing the	heavy lifting? Does instru	ction unleash the intellect o	of scholars?
- Students complete ALL or ALMOST ALL to the cognitive work during the lesson (at least a flow) of the time), by reading, writing, discussing, analyzing, computing, or problem solving. - ALL or ALMOST ALL students are prepared to answer the question when cold called, turning and talking, or writing. Prove it, and/or excision for the students actively push back when the teacher or another students (a lower teacher prompts.) - Students actively push back when the teacher or prompts. - Students actively push back when the teacher or prompts. - Students actively push back when the teacher or prompts. - Students actively push back when the teacher or prompts. - Students actively push back when the teacher or prompts. - Students actively push back when the teacher prompts. - Stud	5. EXEMPLARY				
- Students complete ALL or ALMOST ALL to the cognitive work during the lesson (at least a flow) of the time), by reading, writing, discussing, analyzing, computing, or problem solving. - ALL or ALMOST ALL students are prepared to answer the question when cold called, turning and talking, or writing. Prove it, and/or excision for the students actively push back when the teacher or another students (a lower teacher prompts.) - Students actively push back when the teacher or prompts. - Students actively push back when the teacher or prompts. - Students actively push back when the teacher or prompts. - Students actively push back when the teacher or prompts. - Students actively push back when the teacher or prompts. - Students actively push back when the teacher prompts. - Stud	All Level 4	Heavy Lifting	Heavy Lifting	Heavy Lifting	Heavy Lifting
effectively with students could lead the students could lead the class and push deep thinking on their peers (prompting each other to 'stertch it' 'prove it,' and/or each method and their peers (prompting each other to 'stertch it' 'prove it,' and/or each method and their peers (prompting each other to 'stertch it' 'prove it,' and/or each method and their peers (prompting each other to 'stertch it' 'prove it,' and/or each method and their peers (prompting each other to 'stertch it' 'prove it,' and/or each method and their peers (prompting each other to 'stertch it') 'prove it,' and/or each method and their peers (prompting each other to 'stertch it') 'prove it,' and/or each method and their peers (prompting each other to 'stertch it') 'prove it,' and/or each method and their peers (prompting each other to 'stertch it') 'prove it,' and/or expendent sarchway existent to students are prepared to answer the question when cold called, turning and tailor, or writing. - Students actively push back when the teacher or nonther sudent is over-scaled it is over-scaled	descriptors	- Students complete ALL or ALMOST ALL of	- Students complete MOST of the	- Students complete SOME of the cognitive	- Students complete LITTLE of the
discussing, analyzing, computing, or problem solving, but the teacher completes more of it. Suddent interaction v. student-to-student interaction v. student-to	- The class functions	the cognitive work during the lesson (at	cognitive work during the lesson (at least	work during the lesson (at least 40% of the	cognitive work during the lesson (less
The teacher could be students could lead be students could lead the students could lead are student-to-student interaction v. student-to-teacher to student interaction v. student-to-teacher to-student interactions. -ALL or ALMOST ALL students are prepared to answer the question when cold called, turning and talking, or writing. -ALL or ALMOST ALL students sevil the students provide meaningful evidence to support their thinking in discussion and in writing (£ 60% of time). This may occur after teacher prompts. -ALL or ALMOST ALL students sevil	effectively with	least 80% of the time), by reading, writing,	60% of the time), by reading, writing,	time), by reading, writing, discussing,	than 40% of the time), by reading,
step away, and the students could be students could discourse activities are student-to-student interaction v. student-to-teacher to-student interaction v. student-to-student interaction v. student	student facilitation.	discussing, analyzing, computing, or	discussing, analyzing, computing, or	analyzing, computing, or problem solving,	writing, discussing, analyzing,
- ALL or ALMOST ALL discourse activities are student-to-teacher to-student interaction v. student-to-teacher to	The teacher could	problem solving.	problem solving.	but the teacher completes more of it.	computing, or problem solving.
the dass and push deep thinking or student-to-student interaction v. student-to-teacher-to-student interactions. student-to-student interaction v. student-to-teacher-to-student interactions. student-to-teacher-to-student interactions. student-to-teacher-to-student interactions. student-to-student interaction v. student-to-student interactions. student-to-teacher-to-student interactions. student-to-student interactions. studen	step away, and the				
deep thinking on their peers' (prompting each other to 'stretch it,' or prove it,' and/or explain their logic.) - Students actively revise their own thinking in light of other students actively revise their own thinking in light of other students. - Students actively revise their own thinking in light of other students. - Students actively revise their own thinking in light of other students. - Students actively revise their own thinking in light of other students. - Students actively push back when the tascher or another student is over-scaffolding. This looks like students saying the following. This may occur after teacher prompts. - Discourse engages the ENTIRE class (e.g. speaking, note-taking, active listening, etc.). - Students and a chance. He can do this." - Students make natural connections to previously learned to this." - Students make natural connections to previously learned to the following of their browship to the order. - Students make natural connections to previously learned to this." - Students make nother cannot. - Students actively push back when the teacher prompts. - Discourse engages the ENTIRE class (e.g. speaking, note-taking, active listening, etc.). - MOST students evaluate and build on their peers' thinking. - MoST students evaluate and build on their peers' thinking. - Students make nother, and the dustrial connections to previously learned to this." - Students make nother, and the following of their subjects to answer the question when cold called, turning and talking, or writing. - MOST students seplain the logic of their thinking in decusion and in writing (2 60% of time). - MOST students seplain the logic of their thinking in decusion and in writing (2 60% of time). - SOME students seplain the logic of their thinking in decusion and in writing (2 60% of time). - SOME students seplain the logic of their thinking in the logic of their th	students could lead	- ALL or ALMOST ALL discourse activities	- MOST discourse activities are student-to-	- SOME discourse activities are student-to-	- FEW or NO discourse activities are
interactions. - ALL or ALMOST ALL students are prepared to answer the question when cold called, turning and talking, or writing. - Students actively revise their own thinking in light of other students' responses and annotate and jot down new ideas without prompting. - Students actively prompting. - Students actively responses and annotate and jot down new ideas without prompting. - Students actively students are very port their thinking in light of other students' responses and annotate and jot down new ideas without prompting. - Students actively possible back when the eacher or another student is over-scaffolding. This looks like students savely saving the following: - Vice in the y- or Tet's give Andre a chance. - ALL or ALMOST ALL students explain the logic of their thinking, flow evidence busings and in writing (£ 60% of time). - Students make natural connections to previously learned topics or other subjects to answer the focus or other subjects to answer the focus prompts. - Students make natural connections to previously learned topics or other subjects to answer the focus on the focus of their focus on the forest on the focus of the focus on the foc	the class and push	are student-to-student interaction v.	student interaction v. student-to-teacher-	student interaction v. student-to-teacher-	student-to-student interaction v.
(prompting each other to 'stretch it' 'grove It', and/or explain their logic). Cold called, turning and talking, or writing. - Students actively revise their own thinking in discussion and in writing [2 80%). This may occur after teacher promptis, but the majority of scholars do so unpromptied. - Students actively push back when the teacher or student is overestification it is overestification in their promptis. - Students actively push back when the teacher or student is overestification in their person thinking. This may occur after teacher promptis. - Students actively push back when the teacher or support their thinking in discussion and in writing [2 40% of time). This may occur after teacher promptis. - Students actively push back when the teacher or support their thinking in discussion and in writing [2 40% of time). This may occur after teacher prompts the claim). This may occur after teacher prompts. - Students actively push back when the teacher or support their thinking in discussion and in writing [2 40% of time). This may occur after teacher prompts. - Students actively push back when the teacher or rough, saffording. This looks like students saying the following: "I've got this. Wait. Let net my," or "Let's give Andre a chance. He can do this." - Students make natural connections to previously learned to suppor their thinking. - Students make natural connections to previously learned to pick to do make a content of the focus of previously learned to coherent. In single the focus opening the following that is to coherent, insightful, and precise/accurate. - Students make natural connections to previously learned to coherent and precise/accurate. - Discourse falls to underscore key point in their peers' thinking that is followed in their peers' thinking that is followed in their peers' thinking that is coherent, insightful, and precise/accurate. - MOST students waluate and build on their pee	deep thinking on	student-to-teacher-to-student	to-student interactions.	to-student interactions.	student-to-teacher-to-student.
- Students actively revise their own thinking in light of other trudents' responses and annotate and jot down new ideas without prompting. - Students actively revise their own thinking in light of other students' responses and annotate and jot down new ideas without prompting. - ALL or ALMOST ALL students provide meaningful evidence to support their thinking in discussion and in writing (≥ 60% of time). This may occur after teacher prompts. - Students actively push back when the teacher or another students or sugnification. This may occur after teacher prompts. - ALL or ALMOST ALL students explain the logic of their thinking (how evidence supports the claim). This may occur after teacher prompts. - Students actively push back when the teacher or another students is owner, scaffolding. This looks like students saying the following. The teacher prompts. - Students without prompting. - Students actively push back when the teacher or another students is owner, scaffolding. This looks like students saying the following. The teacher prompts. - Students actively push back when the teacher or another students is owner, scaffolding. This looks like students saying the following note-taking, active listening. "I've got this. Wait. Let me try," or Tet's give Andre a chance. He can do this," and build on their peers' thinking. - Students make natural connections to previously learned topics or other subjects to answer the focus or other subjects to answer the focus or other subjects to answer the focus of explication of the following and talking, or writing. - FEW or NO students explain the logic of their thinking (how evidence supports the claim). This ma	their peers	interactions.			
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subjects to answer the focus question/master the objective. -Discourse results in thinking that is FULLY coherent and precise/accurate. -Discourse results in thinking that is SOMEWHAT coherent and precise/accurate. -Discourse results in thinking that is SOMEWHAT coherent and precise/accurate. - Discourse results in thinking that is some results in thinking that is incoherent and imprecise/inaccurate. - Discourse fully underscores ALL of the objective. - Discourse results in thinking that is some results in thinking that is incoherent and imprecise/inaccurate. - Discourse fully underscores SOME key objective. - Discourse fully underscores SOME key objective.			1		
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objective. precise/accurate. - Discourse fully underscores ALL of the - Discourse fully underscores MOST of the - Discourse fully underscores SOME key - Discourse fails to underscore key point	question/master the	_		_	incoherent and imprecise/inaccurate.
	-	·	·	precise/accurate.	
		- Discourse fully underscores ALL of the	- Discourse fully underscores MOST of the	- Discourse fully underscores SOMF key	- Discourse fails to underscore key points
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S FEEDBACK	Are students rapidly impr	oving the quality of their	work based on clear, act	ionable feedback?
5. EXEMPLARY	4. STRONG	3. SOLID	2. EMERGENT	1. INEFFECTIVE
All level 4 descriptors	Aggressive Monitoring	Aggressive Monitoring	Aggressive Monitoring	Aggressive Monitoring
and	- Especially during the central written tasks	- Especially during the central written	-Especially during the central written	- Especially during the central written
- Students independently	of the lesson, ALL or ALMOST ALL students	tasks of the lesson, MOST students	tasks of the lesson, SOME students	tasks of the lesson, NO or FEW of
check and fix their work	receive clear, actionable feedback on work	receive clear, actionable feedback on	receive feedback on work quality OR	students receive feedback on work
based on previous	quality OR several students have extended	work quality OR a few students have	one or two students have extended	quality during independent work OR no
feedback they've	conferences with the teacher based on	extended conferences with the teacher	conferences with the teacher based on	students have extended conferences
received.	areas of need.	based on areas of need.	areas of need.	with the teacher based on their areas of need.
- Students use effective,				
economized language to	- ALL or ALMOST ALL students respond	- MOST students respond matter-of-	- SOME students respond matter-of-	- NO or FEW students respond matter-
give oral and written	matter-of-factly or positively to teacher	factly or positively to teacher correction	factly or positively to teacher correction	of-factly or positively to teacher
feedback to each other.	correction and fix work immediately to	and fix work immediately to meet the	and fix work immediately to meet the	correction and fix work immediately to
	meet the Criteria for Success.	Criteria for Success.	Criteria for Success.	meet the Criteria for Success.
- Students effectively				
track their own progress	Student Evaluation	Student Evaluation	Student Evaluation	Student Evaluation
and focus their work	-ALL or ALMOST ALL students refer to clear	-MOST students refer to clear criteria	- SOME students refer to clear criteria	-NO or FEW students refer to clear
based on that data.	criteria and evidence when evaluating	and evidence when evaluating their	and evidence when evaluating their	criteria and evidence when evaluating
	their work or the work of other students.	work or the work of other students.	work or the work of other students.	their work or the work of other students
	- Students have FREQUENT opportunities	- Students have MANY opportunities to	- Students have SOME opportunities to	- Students have NO or FEW
	to evaluate their own work or the work of	evaluate their own work or the work of	evaluate their own work or the work of	opportunities to evaluate their own
	others.	others.	others.	work or the work of others.
	- ALL or ALMOST ALL students respond	- MOST students respond matter-of-	- SOME students respond matter-of-	- NO or FEW students respond matter-
	matter-of-factly or positively to peer	factly or positively to peer feedback and	factly or positively to peer feedback and	of-factly or positively to peer feedback
	feedback and immediately improve their	immediately improve their work based	immediately improve their work based	and immediately improve their work
	work based on feedback given.	on feedback given.	on feedback given.	based on feedback given.
	Progress Monitoring	Progress Monitoring	Progress Monitoring	Progress Monitoring
	- Students have MANY opportunities to	- Students have SOME opportunities to	- Students have FEW opportunities to	- Students have NO opportunities to
	debrief common misunderstandings or to	debrief common misunderstandings or	debrief common misunderstandings or	debrief common misunderstandings or
	practice tricky problem-types or tasks	to practice tricky problem-types or tasks	to practice tricky problem-types or tasks	to practice tricky problem-types or tasks
	(individually + whole group) based on	(individually + whole group) based on	(individually + whole group) based on	(individually + whole group) based on
	previous or current areas of difficulty.	previous or current areas of difficulty.	previous or current areas of difficulty.	previous or current areas of difficulty.
	- ALL or ALMOST ALL students know / can	- MOST students know / can articulate	- SOME students know / can articulate	- NO or FEW students know / can
	articulate what they are working on with	what they are working on with regard to	what they are working on with regard to	articulate what they are working on with
	regard to a critical grade level standard.	a critical grade level standard.	a critical grade level standard.	regard to a critical grade level standard.