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	Unsatisfactory	Basic	Proficient	Distinguished
2a: Creating an environment of respect and rapport	Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral: conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but business-like.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result of interactions is that of connections with students as individuals
Critical Attributes	• *Teacher uses disrespectful talk towards students; Student body language indicates feelings of hurt or insecurity.* • *Students use disrespectful talk towards one another with no response from the teacher.* • *Teacher displays no familiarity with or caring about individual students' interests or personalities.*	• *The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect.* • *Teacher attempts to respond to disrespectful behavior among students, with uneven results.* • *Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual.*	• *Talk between teacher and students and among students is uniformly respectful.* • *Teacher responds to disrespectful behavior among students.* • *Teacher makes general connections with individual students.*	In addition to the characteristics of "proficient," • *Teacher demonstrates knowledge and caring about individual students' lives beyond school.* • *When necessary, students correct one another in their conduct towards classmates.* • *There is no disrespectful behavior among students.* • *The teacher's response to a student's incorrect response respects the student's dignity* .
Possible Examples	• *A student slumps in his/her chair following a comment by the teacher.* • *Students roll their eyes at a classmate's idea; the teacher does not respond.* • *Many students talk when the teacher and other students are talking; the teacher does not correct them.* • *Some students refuse to work with other students.* • *Teacher does not call students by their names.*	• *Students attend passively to the teacher, but tend to talk, pass notes, etc. when other students are talking.* • *A few students do not engage with others in the classroom, even when put together in small groups.* • *Students applaud half-heartedly following a classmate's presentation to the class.* • *Teacher says: "Don't talk that way to your classmates" but student shrugs his/her shoulders*	• *Teacher greets students by name as they enter the class or during the lesson.* • *The teacher gets on the same level with students, such as kneeling beside a student working at a desk.* • *Students attend fully to what the teacher is saying.* • *Students wait for classmates to finish speaking before beginning to talk.* • *Students applaud politely following a classmate's presentation to the class.* • *Students help each other and accept help from each other.* • *Teacher and students use courtesies such as "please/thank you, excuse me.* • *Teacher says: "Don't talk that way to your classmates" and the insults stop.*	• *Teacher inquires about a student's soccer game last weekend (or extracurricular activities or hobbies).* • *Students say "Shhh" to classmates while the teacher or another student is speaking.* • *Students clap enthusiastically for one another's presentations for a job well done.* • *The teacher says:"That's an interesting idea, Josh, but you're 'forgetting…."*

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2b: Establishing a culture for learning	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium to low expectations for student achievement are the norm with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only "going through the motions, and students indicate that they are interested in completion of a task, rather than quality." The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a cognitively busy place where learning is valued by all with high expectations for learning the norm for most students. The teacher conveys that with hard work students can be successful; students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.	The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail and/or helping peers.
Critical Attributes	• *The teacher conveys that the reasons for the work are external or trivializes the learning goals and assignments.* • *The teacher conveys to at least some students that the work is too challenging for them.* • *Students exhibit little or no pride in their work.* • *Class time is devoted more to socializing than to learning*	• *Teacher's energy for the work is neutral: indicating neither a high level of commitment nor "blowing it off."* • *The teacher conveys high expectations for only some students.* • *Students comply with the teacher's expectations for learning, but don't indicate commitment on their own initiative for the work.* • *Many students indicate that they are looking for an "easy path."*	• *The teacher communicates the importance of learning, and that with hard work all students can be successful in it.* • *The teacher demonstrates a high regard for student abilities.* • *Teacher conveys an expectation of high levels of student effort.* • *Students expend good effort to complete work of high quality.*	In addition to the characteristics of "proficient," • *The teacher communicates a genuine passion for the subject.* • *Students indicate that they are not satisfied unless they have complete understanding.* • *Student questions and comments indicate a desire to understand the content, rather than, for example, simply learning a procedure for getting the correct answer.* • *Students recognize the efforts of their classmates.* • *Students take initiative in improving the quality of their work.*
Possible Examples	• *The teacher tells students that they're doing a lesson because it's on the test; in the book, or is district- directed.* • *Teacher says to a student: "Why don't you try this easier problem?"* • *Students turn in sloppy or incomplete work* • *Students don't engage in work and the teacher ignores it* • *Students have not completed their homework and the teacher does not respond* • *Almost all of the activities are busy work.*	• *Teacher says: "Let's get through this."* • *Teacher says: "I think most of you will be able to do this."* • *Students consult with one another to determine how to fill in a worksheet, without challenging classmates' thinking.* • *Teacher does not encourage students who are struggling.* • *Some students get to work after an assignment is given or after entering the room.*	• *Teacher says: "This is important; you'll need to speak grammatical English when you apply for a job."* • *Teacher says: "This idea is really important! It's central to our understanding of history."* • *Teacher says: "Let's work on this together: it's hard, but you all will be able to do it well."* • *Teacher hands a paper back to a student, saying "I know you can do a better job on this." The student accepts it without complaint.* • *Students get to work right away when an assignment is given or after entering the*	• *The teacher says: "It's really fun to find the patterns for factoring polynomials."* • *Student asks a classmate to explain a concept or procedure since s/he didn't quite follow the teacher's explanation.* • *Students question one another on answers* • *Student asks the teacher whether s/he can re-do a piece of work since s/he now sees how it could be strengthened.* • *Students work even when the teacher isn't working with them or directing their efforts.*

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2c Managing classroom procedures	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.
Critical Attributes	• *Students not working with the teacher are not productively engaged or are disruptive to the class.* • *There are no established procedures for distributing and collecting materials.* • *Procedures for other activities are confused or chaotic.*	• *Small groups are only partially engaged while not working directly with the teacher.* • *Procedures for transitions, and distribution/collection of materials, seem to have been established, but their operation is rough.* • *Classroom routines function unevenly.*	• *The students are productively engaged during small group work.* • *Transitions between large and small group activities are smooth.* • *Routines for distribution and collection of materials and supplies work efficiently.* • *Classroom routines function smoothly.*	In addition to the characteristics of "proficient," • *Students take the initiative with their classmates to ensure that their time is used productively.* • *Students themselves ensure that transitions and other routines .are accomplished smoothly.* • *Students take initiative in distributing and collecting materials efficiently*
Possible Examples	• *When moving into small groups, students ask questions as to where they are supposed to go, whether they should take their chairs, etc.* • *There are long lines for materials and supplies or distributing supplies is time-consuming.* • *Students bump into one another lining up or sharpening pencils.* • *Roll-taking consumes much time at the beginning of the lesson and students are not working on anything.* • *Most students ask what they are to do or look around for clues from others.*	• *Some students not working with the teacher are off-task* • *Transition between large and small group activities requires five minutes but is accomplished.* • *Students ask what they are to do when materials are being distributed or collected.* • *Students ask some clarifying questions about procedures* • *Taking attendance is not fully routinized; students are idle while the teacher fills out the attendance form.*	• *Students get started on an activity while the teacher takes attendance.* • *Students move directly between large and small group activities.* • *The teacher has an established timing device, such as counting down, to signal students to return to their desks.* • *Teacher has an established attention signal, such as raising a hand, or dimming the lights.* • *One member of each small group collects materials for the table.* • *There is an established color-coded system indicating where materials should be stored.* • *In small group work, students have established roles, they listen to one another, summarizeg different views, etc* • *Clean-up at the end of a lesson is fast and efficient,*	• *Students redirect classmates in small groups not working directly with the teacher to be more efficient in their work.* • *A student reminds classmates of the roles that they are to play within the group.* • *A student re-directs a classmate to the table s/he should be at following a transition.* • *Students propose an improved attention signal.* • *Students independently check themselves into class on the attendance board.*

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2d Managing Student Behavior	There appear to be no established standards of conduct, and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive, or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teachers' monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs, respects students' dignity.
Critical Attributes	• *The classroom environment is chaotic, with no apparent standards of conduct.* • *The teacher does not monitor student behavior.* • *Some students violate classroom rules, without apparent teacher awareness.* • *When the teacher notices student misbehavior, s/he appears helpless to do anything about it.*	• *Teacher attempts to maintain order in the classroom but with uneven success; standards of conduct, if they exist, are not evident.* • *Teacher attempts to keep track of student behavior, but with no apparent system.* • *The teacher's response to student misbehavior is inconsistent: sometimes very harsh; other times lenient.*	• *Standards of conduct appear to have been established.* • *Student behavior is generally appropriate.* • *The teacher frequently monitors student behavior.* • *Teacher's response to student misbehavior is effective.* • *Teacher acknowledges good behavior*	In addition to the characteristics of "proficient," • *Student behavior is entirely appropriate; no evidence of student misbehavior.* • *The teacher monitors student behavior without speaking – just moving about.* • *Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.*
Possible Examples	• *Students are talking among themselves, with no attempt by the teacher to silence them.* • *An object flies through the air without apparent teacher notice* • *Students are running around the room, resulting in chaos* • *Students use their phones and other electronics; the teacher doesn't do anything.*	• *Classroom rules are posted, but neither teacher nor students refers to them.* • *The teacher repeatedly asks students to take their seats; some ignore him/her.* • *To one student: "Where's your late pass? Go to the office." To another: "You don't have a late pass? Come in and take your seat; you've missed enough already."*	• *Upon a non-verbal signal from the teacher, students correct their behavior.* • *The teacher moves to every section of the classroom, keeping a close eye on student behavior.* • *The teacher gives a student a "hard look," and the student stops talking to his/her neighbor.*	• *A student suggests a revision in one of the classroom rules.* • *The teacher notices that some students are talking among themselves, and without a word, moves nearer to them; the talking stops.* • *The teacher asks to speak to a student privately about misbehavior.* • *A student reminds his/her classmates of the class rule about chewing gum.*

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2e: Organizing physical space	The physical environment is unsafe, or many students don't have access to learning. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students, The teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and learning is accessible to all students including those with special needs. Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.
Critical Attributes	• *There are physical hazards in the classroom, endangering student safety.* • *Many students can't see or hear the teacher or the board.* • *Available technology is not being used, even if available and its use would enhance the lesson.*	• *The physical environment is safe, and most students can see and hear.* • *The physical environment is not an impediment to learning, but does not enhance it.* • *The teacher makes limited use of available technology and other resources.*	• *The classroom is safe, and all students are able to see and hear.* • *The classroom is arranged to support the instructional goals and learning activities.* • *The teacher makes appropriate use of available technology.*	In addition to the characteristics of "proficient," • *Modifications are made to the physical environment to accommodate students with special needs.* • *There is total alignment between the goals of the lesson and the physical environment.* • *Students take the initiative to adjust the physical environment.* • *Teachers and students make extensive and imaginative use of available technology* •
Possible Examples	• *There are electrical cords running around the classroom.* • *There is a pole in the middle of the room; some students can't see the board.* • *A white board is in the classroom, but it is facing the wall.*	• *The teacher ensures that dangerous chemicals are stored safely.* • *The classroom desks remains in two semicircles, requiring students to lean around their classmates during small group work.* • *The teacher tries to use a computer to illustrate a concept, but requires several attempts to make it work.*	• *There are established guidelines concerning where backpacks are left during class to keep the pathways clear; students comply.* • *Desks are moved to make tables so students can work together, or in a circle for a class discussion.* • *The use of an Internet connection extends the lesson.*	• *Students ask if they can shift the furniture to better suit small group work, or discussion.* • *A student closes the door to shut out noise in the corridor, or lowers a blind to block the sun from a classmate's eyes.* • *A student suggests an application of the white board for an activity.*

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3a: Communicating with students	The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. Teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. Teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. Teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher's spoken language is correct; however, vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly. Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests.	The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. Teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. Students contribute to extending the content, and in explaining concepts to their classmates. Teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.
Critical Attributes	• *At no time during the lesson does the teacher convey to the students what they will be learning.* • *Students indicate through their questions that they are confused as to the learning task.* • *The teacher makes a serious content error that will affect students' understanding of the lesson.* • *Students indicate through body language or questions that they don't understand the content being presented.* • *Teacher's communications include errors of vocabulary or usage.* • *Vocabulary is inappropriate to the age or culture of the students.*	• *The teacher refers in passing to what the students will be learning, or it is written on the board with no elaboration or explanation.* • *Teacher must clarify the learning task so students can complete it.* • *The teacher makes no serious content errors, although may make a minor error.* • *The teacher's explanation of the content consists of a monologue or is purely procedural with minimal participation by students.* • *Vocabulary and usage are correct but unimaginative.* • *Vocabulary is too advanced or juvenile for the students.*	• *The teacher states clearly, at some point during the lesson, what the students will be learning.* • *If appropriate, the teacher models the process to be followed in the task.* • *Students engage with the learning task, indicating that they understand what they are to do.* • *The teacher makes no content errors.* • *Teacher's explanation of content is clear, and invites student participation and thinking.* • *Vocabulary and usage are correct and completely suited to the lesson.* • *Vocabulary is appropriate to the students' ages and levels of development.*	In addition to the characteristics of "proficient," • *The teacher points out possible areas for misunderstanding.* • *Teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.* • *All students seem to understand the presentation.* • *The teacher invites students to explain the content to the class, or to classmates.* • *Teacher uses rich language, offering brief vocabulary lessons where appropriate.*
Possible Examples	• *A student asks: "What are we supposed to be doing?" but the teacher ignores the question.* • *The teacher states that to add fractions, they must have the same numerator.* • *Students have a quizzical look on their faces; some may withdraw from the lesson.* • *Students become disruptive, or talk*	• *The teacher mispronounces ".."* • *The teacher says: "And oh, by the way, today we're going to factor polynomials."* • *A student asks: "What are we supposed to be doing?" and the teacher clarifies the task.* • *Students ask "What do I write here?" in order to complete a task.* • *The teacher says: "Watch me while*	• *"By the end of today's lesson, you're all going to be able to factor different types of polynomials."* • *In the course of a presentation of content, the teacher asks of students: "Can anyone think of an example of that?"* • *The teacher uses a board or projection device so students can refer to it without requiring the teacher's*	• *The teacher says: "Here's a spot where some students have difficulty:...be sure to read it carefully"* • *The teacher asks a student to explain the task to other students.* • *When needed, a student offers clarification about the learning task to classmates.* • *The teacher explains passive solar energy by inviting students to think about the temperature in a closed car on a cold, but*

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3b: Using questioning / prompts and discussion	Teacher's questions are of low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.	Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.	While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.
Critical Attributes	• *Questions are rapid-fire, and convergent, with a single correct answer.* • *Questions do not invite student thinking.* • *All discussion is between teacher and students; students are not invited to speak directly to one another.* • *A few students dominate the discussion.*	• *Teacher frames some questions designed to promote student thinking, but only a few students are involved.* • *The teacher invites students to respond directly to one another's ideas, but few students respond.* • *Teacher calls on many students, but only a small number actually participate in the discussion.*	• *Teacher uses open-ended questions, inviting students to think. and/or offer multiple possible answers.* • *The teacher makes effective use of wait time.* • *The teacher builds on uses student responses to questions effectively.* • *Discussions enable students to talk to one another, without ongoing mediation by the teacher.* • *The teacher calls on most students, even those who don't initially volunteer.* • *Many students actively engage in the discussion.*	In addition to the characteristics of "proficient," • *Students initiate higher-order questions.* • *Students extend the discussion, enriching it.* • *Students invite comments from their classmates during a discussion.*
Possible Examples	• *All questions are of the "recitation" type, such as "What is 3 x 4?"* • *The teacher asks a question for which the answer is on the board; students respond by reading it.* • *The teacher only calls on students who have their hands up.*	• *Many questions are of the "recitation" type, such as "How many members of the House of Representatives are there?"* • *The teacher asks: "Who has an idea about this?" the same three students offer comments.* • *The teacher asks: "Michael, can you comment on Mary's idea?" but Michael does not respond, or makes a comment directly to the teacher.*	• *The teacher asks: "What might have happened if the colonists had not prevailed in the American war for independence?* • *The teacher uses plural the form in asking questions, such as: "What are some things you think might contribute to…?"* • *The teacher asks: "Michael, can you comment on Mary's idea?" and Michael responds directly to Mary.* • *The teacher asks a question and asks every student to write a brief response, then share with a partner before*	• *A student asks "How many ways are there to get this answer?"* • *A student says to a classmate: "I don't think I agree with you on this, because…".* • *A student asks of other students: "Does anyone have another idea as to how we might figure this out?"* • *A student asks "What if…?"*

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3c: Engaging students in learning	The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes, or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.	The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher. Learning tasks and activities are fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another
Critical Attributes	• *Few students are intellectually engaged in the lesson.* • *Learning tasks require only recall or have a single correct response or method.* • *The materials used ask students only to perform rote tasks.* • *Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose.* • *Instructional materials used are unsuitable to the lesson and/or the students.* • *The lesson drags, or is rushed*	• *Some students are intellectually engaged in the lesson.* • *Learning tasks are a mix of those requiring thinking and recall.* • *Student engagement with the content is largely passive, learning primarily facts or procedures.* • *Students have no choice in how they complete tasks.* • *The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives.* • *The materials and resources are partially aligned to the lesson objectives, only some of them demanding student thinking.* • *The pacing of the lesson is uneven; suitable in parts, but rushed or dragging in others.*	• *Most students are intellectually engaged in the lesson.* • *Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking* • *Students have some choice in how they complete learning tasks.* • *There is a mix of different types of groupings, suitable to the lesson objectives.* • *Materials and resources support the learning goals and require intellectual engagement, as appropriate.* • *The pacing of the lesson provides students the time needed to be intellectually engaged*	In addition to the characteristics of "proficient," • *Virtually all students are highly engaged in the lesson.* • *Students take initiative to modify a learning task to make it more meaningful or relevant to their needs* • *Students suggest modifications to the grouping patterns used.* • *Students have extensive choice in how they complete tasks.* • *Students suggest modifications or additions to the materials being used.* • *Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.*
Possible Examples	• *Most students are playing video games during the lesson* • *Students fill out the lesson worksheet by copying words from the board.* • *The teacher lectures for 45 minutes* • *Most students don't have time to complete the assignment; the teacher moves on in the lesson.*	• *In three of the five small groups, students are figuring out an answer to the assigned problem.* • *Students are asked to fill in a worksheet, following an established procedure.* • *There is a recognizable beginning, middle, and end to the lesson.*	• *Five students (out of 27) are playing video games, texting, etc.* • *Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents.* • *Students are given a task to do independently, then to discuss with a*	• *Students are asked to write an essay "in the style of Hemmingway."* • *A student asks whether they might remain in their small groups to complete another section of the activity, rather than work independently.* • *Students identify or create their own learning materials.*

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3d: Using Assessment in Instruction	There is little or no assessment or monitoring of student learning; feedback is absent, or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is general, and students appear to be only partially aware of the assessment criteria; few assess their own work. Questions/prompts/ assessments are rarely used to diagnose evidence of learning.	Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions/prompts / assessments are used to diagnose evidence of learning	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Questions / prompts / assessments are used regularly to diagnose evidence of learning by individual students.
Critical Attributes	• *The teacher gives no indication of what high quality work looks like.* • *The teacher makes no effort to determine whether students understand the lesson.* • *Feedback is only global.* • *The teacher does not ask students to evaluate their own or classmates' work.*	• *There is little evidence that the students understand how their work will be evaluated.* • *Teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students* • *Teacher requests global indications of student understanding.* • *Feedback to students is not uniformly specific, not oriented towards future improvement of work.* • *The teacher makes only minor attempts to engage students in self- or peer-assessment.*	• *Students indicate that they clearly understand the characteristics of high-quality work.* • *The teacher elicits evidence of student understanding during the lesson Students are invited to assess their own work and make improvements.* • *Feedback includes specific and timely guidance for at least groups of students* • *The teacher attempts to engage students in self- or peer-assessment.*	In addition to the characteristics of "proficient," • *There is evidence that students have helped establish the evaluation criteria.* • *Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly "taking the pulse" of the class.* • *Teacher makes frequent use of strategies to elicit information about individual student understanding.* • *Feedback to students is specific and timely, and is provided from many sources, including other students.* • *Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.*
Possible Examples	• *A student asks: "How is this assignment going to be graded?"* • *A student asks "Does this quiz count towards my grade?"* • *The teacher forges ahead with a presentation without checking for understanding.*	• *Teacher asks: "does anyone have a question?* • *When a student completes a problem on the board, the teacher corrects the student's work without explaining why.* • *The teacher, after receiving a*	• *The teacher circulates during small group or independent work, offering suggestions to groups of students.* • *The teacher uses a specifically-formulated question to elicit evidence of student understanding.* • *The teacher asks students to look over*	• *The teacher reminds students of the characteristics of high-quality work, (the assessment criteria), suggesting that the students themselves helped develop them.* • *While students are working, the teacher circulates providing specific feedback to individual students.*

	Unsatisfactory	Basic	Proficient	Distinguished
3e: Demonstrating flexibility and responsiveness	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs and interests. The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.
Critical Attributes	• *Teacher ignores indications of student boredom or lack of understanding.* • *Teacher brushes aside student questions.* • *Teacher makes no attempt to incorporate student interests into the lesson.* • *The teacher conveys to students that when they have difficulty learning, it is their fault.* • *In reflecting on practice, the teacher does not indicate that it is important to reach all students.*	• *Teacher's efforts to modify the lesson are only partially successful.* • *Teacher makes perfunctory attempts to incorporate student questions and interests into the lesson.* • *The teacher conveys to students a level of responsibility for their learning, but uncertainty as to how to assist them.* • *In reflecting on practice, the teacher indicates the desire to reach all students, but does not suggest strategies to do so.*	• *When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students.* • *Teacher incorporates students' interests and questions into the heart of the lesson.* • *The teacher conveys to students that s/he has other approaches to try when the students experience difficulty.* • *In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.*	In addition to the characteristics of "proficient," • *The teacher's adjustments to the lesson are designed to assist individual students.* • *Teacher seizes on a teachable moment to enhance a lesson.* • *The teacher conveys to students that s/he won't consider a lesson "finished" until every student understands, and that s/he has a broad range of approaches to use.* • *In reflecting on practice, the teacher can cite others in the school and beyond who s/he has contacted for assistance in reaching some students.*
Possible Examples	• *The teacher says: "We don't have time for that today."* • *The teacher makes no attempt to adjust the lesson based on student confusion.* • *The teacher says: "If you'd just pay attention, you could understand this."*	• *The teacher says: "I'll try to think of another way to come at this and get back to you."* • *The teacher says: "I realize not everyone understands this, but we can't spend any more time on it."* • *The teacher re-arranges the way the students are grouped in an attempt to help students understand the lesson; it's partially successful..*	• *The teacher says: "That's an interesting idea; let's see how it fits."* • *The teacher illustrates a principle of good writing to a student using his interest in basketball as context.* • *The teacher says:"Let's try this way, and then uses another approach."*	• *The teacher stops in mid-stream in a lesson, and says: "This activity doesn't seem to be working! Here's another way I'd like you to try it."* • *The teacher incorporates the school's upcoming championship game into an explanation of averages.* • *The teacher says: "If we have to come back to this tomorrow, we will; it's really important that you understand it."*