

**The Connecticut Common Core of Teaching (CCT)  
Rubric for Effective Teaching 2014**

**Evidence Guide  
Illustrative Examples of ELA 3-5**

*Sample evidence of teacher practice developed by Connecticut educators*



CONNECTICUT STATE  
DEPARTMENT OF EDUCATION

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# Connecticut Evidence Guides

*A Supplemental Resource to the CCT Rubric for Effective Teaching 2014  
and the CCT Rubric for Effective Service Delivery 2014*

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**T**he *Connecticut Common Core of Teaching (CCT) — Foundational Skills and Competencies (1999)*, revised and adopted by the State Board of Education in February 2010, establishes a vision for teaching and learning in Connecticut Public Schools. These standards identify the foundational skills and competencies that pertain to all educators, regardless of the subject matter, field or age group they teach. These competencies have long been established as the standards expected of all Connecticut educators. The *CCT Rubric for Effective Teaching 2014* and the *CCT Rubric for Effective Service Delivery 2014*<sup>1</sup> are fully aligned to those standards and represent the criteria by which educators are prepared, inducted, evaluated and supported throughout their careers.

Observation of educator performance and practice plays a critical role in

1. The *CCT Rubric for Effective Service Delivery 2014* was developed for Student and Educator Support Specialists (SESS), who, by the nature of their job description, do not have traditional classroom assignments, but serve a “caseload” of students, staff and/or families. Student and Educator Support Specialists are referred to as service providers.

### Who can use the CT Evidence Guides?

- Pre-Service — Teacher Preparation
- TEAM Mentors
- Teachers — all content areas/grade levels
- Service Providers
- Administrators/Observers
- Instructional Coaches

### How can the CT Evidence Guides be used?

- To Prepare Educators
- To Induct Educators into the Profession
- To Coach for Professional Growth and Development
- To Generate Professional Conversations
- To Inform Observation

the educator evaluation and support system. The Connecticut State Department of Education (CSDE) recognizes the importance of meaningful and authentic observations. The Guidelines for Educator Evaluation require that districts provide all evaluators with training and calibration in observation and evaluation and how to provide high-quality feedback. Additionally, evaluators must demonstrate proficiency in conducting evaluations on an ongoing basis.

Collecting objective evidence is essential in helping observers paint a fair and accurate picture of educators’ strengths and areas for development. Observation criteria in the *CCT Rubric for Effective Teaching 2014*

focus on the skills that can be directly observed either in the classroom or through reviews of practice. Similarly, the criteria in the *CCT Rubric for Effective Service Delivery 2014* focus on the skills that can be observed in the delivery of service.

Many educators have asked where **Domain 1 — Content and Essential Skills** fits within the *CCT Rubric for Effective Teaching 2014* and the *CCT Rubric for Effective Service Delivery 2014*. Educators are required to demonstrate content and pedagogical skills during their preparation programs. All teachers/service providers are expected to be skilled in common practices such as establishing respectful environments, planning for a range of learners, and engaging students in rigorous and relevant learning; however, how they actually navigate these tasks depends, in large part, on the specific content they teach or service they provide. Teaching requires an understanding of the content and of how learners typically engage with the content. Effective teachers know their content well and can skillfully merge their knowledge about the practice of teaching with their content expertise. Likewise, effective service providers know how to seamlessly integrate their professional knowledge with their ability to deliver their services. The CCT rubrics are designed to evaluate how well a teacher/service provider can use his or her pedagogical/professional knowledge to teach his or her content or deliver services.

To provide more guidance as to what the rubric continuums **might** look like in practice for both of the CCT rubrics, the CSDE in collaboration with the RESC Alliance and the Connecticut Association of Schools (CAS), convened multiple workgroups, comprised of teachers, service providers and building leaders throughout the summer of 2014. These workgroups developed grade-level and content-specific samples of observable student and teacher/service provider behaviors that **might** be seen or heard during an observation. These *CT Evidence Guides* are presented as a resource to give observers a sense of the content area/grade level being observed. Although they are trained to be effective observers, administrators may have to observe an educator in a content area, grade level, or setting that

**Please note, Connecticut Evidence Guides:**

- **ARE NOT** to be used as a checklist of “look fors.”
- **DO NOT** serve as a rubric for evaluation.
- **ARE NOT** an exhaustive list of teacher practices.

is outside of their own expertise. These guides are intended to provide a snapshot of sample evidence aligned to the four performance levels for each indicator within the **first three domains** of both of the CCT rubrics.

The *CT Evidence Guides* **ARE NOT** intended to represent comprehensive evidence, nor are they intended to be used as a checklist or as a rubric. Rather, the *CT Evidence Guides* have been created as a resource for teachers, service providers, mentors and administrators. The CSDE encourages districts to use the *CT Evidence Guides* as a tool for professional development and growth as well as guiding observations. These guides offer opportunities for valuable professional learning as educators work with one another to generate their own examples of evidence aligned to the respective rubric.

As the educator evaluation and support system evolves over time, so will the evidence provided in these guides. As such, the CSDE will be continually eliciting feedback from the field on the CT Evidence Guides to ensure that they are effective, relevant and useful. To provide feedback on any aspect of the CT Evidence Guides please use the following link: [Feedback on the CT Evidence Guides](#).

If you have questions on the *CCT Rubric for Effective Teaching 2014*, please contact Claudine Primack, CSDE Education Consultant, at [claudine.primack@ct.gov](mailto:claudine.primack@ct.gov). For questions on the *CT Evidence Guides for the CT Rubric for Effective Service Delivery 2014*, please contact Kim Wachtelhausen, CSDE Education Consultant, at [kim.wachtelhausen@ct.gov](mailto:kim.wachtelhausen@ct.gov).

**1: CLASSROOM ENVIRONMENT, STUDENT ENGAGEMENT AND COMMITMENT TO LEARNING**

Teachers promote **student engagement, independence and interdependence** in learning and facilitate a positive learning community by:

**Indicator 1a: Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.**

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Rapport and positive social interactions</b>	Interactions between teacher and students are negative or disrespectful and/or the teacher does not promote positive social interactions among students.	Interactions between teacher and students are generally positive and respectful and/or the teacher inconsistently makes attempts to promote positive social interactions among students.	Interactions between teacher and students are consistently positive and respectful and the teacher regularly promotes positive social interactions among students.	There is no disrespectful behavior between students and/or when necessary, students appropriately correct one another.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<b>SAMPLE EVIDENCE</b>			
	When the teacher assigns students to work together in pairs to compare and contrast fictional characters, one student says, "I don't want to work with him." The teacher replies, "Okay you can work with someone else."	While charting evidence for comparing and contrasting fictional characters, one student blurts out, "That's not right!" The teacher replies, "We respect the ideas of everyone in this classroom."	While charting evidence for comparing and contrasting fictional characters, a student says, "I don't remember what contrast means." Another student replies, "It's to tell how two characters are different from one another." The teacher says, "I like the way you are helping one another."	When one student interrupts another, a third student says, "Let him finish, he has some great ideas on how the characters are alike and different from one another."
	A student struggles to find the main idea of the paragraph. The student puts his head down in frustration. The teachers says, "Stop with the attitude. If you tried harder, you'd get it."	Students are working in groups to determine the main idea. Teacher kneels beside a student who is struggling and says, "Remember, it is what the entire paragraph is about." Later, another student needs help. Teacher says, "If you had listened, you would know what to do."	Teacher circulates as students work to determine main idea of a text. One group says they cannot find the main idea. Teacher kneels and says, "Remember, it is what the paragraph is mostly about." Students find the main idea. Teacher says, "Great job finding the answer."	One group of students struggles to find the main idea. A student from another group overhears the discussion. He gets up and kneels beside the group and says, "Remember, the teacher said that the main idea is not stated. You have to figure it out." Student replies, "That's right! Can you help us out?"
As a student stammers while reading, the teacher sighs loudly and visibly slumps his shoulders.	As one student is reading aloud, he stumbles over a word. The teacher tells him, "It's okay," and helps pronounce the word. Later, another student stumbles over a word and the teacher scolds, "Stop fooling around."	As one student is reading aloud, he stumbles over a word. The teacher tells him, "It's okay," and helps pronounce the word. Later, another student stumbles over a word and once again, the teacher helps the student sound out the word. The teacher pauses to ask the class why they think some of the words are difficult to read and/or pronounce.	It is evident that the teacher has created a positive environment where students read aloud on a regular basis. For example, one student is struggling to read a word. Another student states, "That word is 'contagious.'" The first student says, "Thank you for helping me."	

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	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Respect for student diversity</b>	Does not establish a learning environment that is respectful of students' cultural, social and/or developmental differences and/or the teacher does not address disrespectful behavior.	Establishes a learning environment that is inconsistently respectful of students' cultural, social and/or developmental differences.	Maintains a learning environment that is consistently respectful of all students' cultural, social and/or developmental differences.	Acknowledges and incorporates students' cultural, social and developmental diversity to enrich learning opportunities.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<b>SAMPLE EVIDENCE</b>			
	<p>In creating a unit on culture, the teacher defines what culture is and then has students give examples as the teacher reads from a big book on Australia.</p> <p>While reading the book <i>Because of Winn-Dixie</i>, a student exclaims that he saw the movie. The teacher rolls her eyes and responds, "That's nice..." before moving on.</p>	<p>The teacher plans for students to explore three countries: India, the United States and the Philippines. She reads from a big book on each country.</p> <p>While reading the book <i>Because of Winn-Dixie</i>, student exclaims, "I have seen the movie <i>Because of Winn-Dixie</i>." The teacher stops and asks questions about the movie. Later when another student chimes in that he also saw the movie, the teacher scolds, "Don't get off the topic."</p>	<p>As part of the unit on different cultures, students are using close reading strategies to compare homes, environments, and schools in India and the United States as they read the picture book, <i>Same, Same but Different</i>. Following this, they use a <i>National Geographic Children's Atlas</i> to talk about weather and impact on culture. Students look at where their t-shirts are made and find the countries on the SMART Board map. They create a list of countries that will lead toward further exploration of a variety of cultures.</p> <p>While reading the book <i>Because of Winn-Dixie</i>, one student exclaims, "I saw the movie <i>Because of Winn-Dixie</i>." The teacher responds, "Wow, that's great! With what we have read so far, does the movie parallel the book?" As the student is responding, another student shares, "I saw the movie and I think so far the movie is exactly like the book." After listening, the teacher says, "Often times the movie is much different from the book and as we continue reading we will see if the movie and the book are in fact similar."</p>	<p>Students will choose additional cultures based on background and personal interest. The teacher will work with the students to create centers with libraries of books at different reading levels</p> <p>Knowing that students have seen the movie, the teacher shows a clip from <i>Because of Winn-Dixie</i>. The teacher says, "I know that Sally and John have seen the entire movie. Can we make a chart of the similarities and differences between the book and the movie?"</p>

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	Teacher says to the class of 20 students, "You will write a persuasive letter to your parents about why you should have a new dog."	Teacher says, "You will write a persuasive letter to your parents about why you should have one of these animals." Teacher hands out a list of three animals to the 20 students and has students choose one of the animals to write about.	Teacher says, "We have been working on our persuasive writing. Today I would like you write a persuasive letter to your parents to persuade them to let you have the pet of your choice."	Teacher says, "We have been working on our persuasive writing. Pick a topic to write a letter to your parents to try to persuade them to acknowledge your point of view."

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	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Environment supportive of intellectual risk-taking</b>	Creates a learning environment that discourages students from taking intellectual risks.	Creates a learning environment in which some students are willing to take intellectual risks.	Creates a learning environment in which most students are willing to take intellectual risks.	Students are willing to take intellectual risks and are encouraged to respectfully question or challenge ideas presented by the teacher or other students.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<b>SAMPLE EVIDENCE</b>			
	<p>Student gives an incorrect answer, and the teacher says, "Does anyone have a better answer?"</p> <p>During a lesson teacher asks, "What do you think happened to Turok's father when he went to the stream?" Not one student volunteers an answer. Teacher says, "We are going to miss recess until we get an answer."</p>	<p>Student gives an incorrect response and the teacher says, "Almost." Three students giggle and the teacher says, "This is a risk-taking environment."</p> <p>During a lesson teacher asks, "What do you think happened to Turok's father when he went to the stream?" The same four students who have answered all the other questions raise their hands. The teacher calls on those same four students again.</p>	<p>When one student answers incorrectly, the teacher says, "I can see why you thought that. Who can add something to Jason's answer?"</p> <p>During a lesson teacher asks, "What do you think happened to Turok's father when he went to the stream?" Sixteen out of 20 raise their hands. Teacher says, "I am happy to see most of you with your hands up ready to participate. Turn and talk to you neighbor and share your thinking."</p>	<p>When a student answers incorrectly, another student says, "Jonah, I see what you are thinking, but I was thinking something different. I wonder if the reason for the fight is to protect the main character." Teacher says, "I really like how you are working together to find meaning."</p> <p>Student says, "I am still confused about what happened to Turok's father at the stream." Another student raises his hand and responds, "A bear came and attacked his father while Turok was sharpening his knife." First student replies, "Ohh, I get it. Thanks for that."</p>

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	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>High expectations for student learning</b>	Establishes low expectations for student learning.	Establishes expectations for learning for some, but not all students; OR is inconsistent in communicating high expectations for student learning.	Establishes and consistently reinforces high expectations for learning for all students.	Creates opportunities for students to set high goals and take responsibility for their own learning.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	SAMPLE EVIDENCE			
	Teacher says, "I don't expect all of you to recognize the allusions in the Greek myth, Pandora's Box, so I will explain it to you."	Teacher says, "Today, you are going to work with allusions in Greek mythology again. A few of you have been figuring out the meanings, so I will have you working in a group reading more myths and finding all the allusions in them. Those of you who are having difficulty will only have to find the allusion in one myth. I will be with you to help you though."	Teacher says, "I know this seems challenging, but I believe you can do this. Let's work together and discuss what seems confusing about allusions in Greek mythology. After that, we will brainstorm some strategies."	Student says, "Analyzing allusions is difficult. Last time, it helped to stop and talk about examples and share our thinking. Why don't we try that again and point out in the myth what made us think that?"
	Teacher says, "For homework, complete your grammar sheets. Make sure you have filled in all the blanks to get full credit."	Teacher says, "These grammar skills can help some of you with your writing."	Teacher says, "These grammar skills will help you all become better writers. Writers who understand parts of speech can write stronger pieces. It's like knowing the part of a car will help you be better at keeping it up and making it run."	Student says, "I was able to use what I know about adjectives to help me create a more descriptive piece. It's like a puzzle; all the pieces need to be there to make a full picture."
Teacher says, "I know some of you didn't do well on this test. We will have to spend more time preparing for the next quiz."	Students are asked to keep track of their writing scores, but teacher doesn't have them fill out their charts consistently.	Students are provided graph paper to track their scores and effort on a weekly basis. They will also write a weekly reflection about one piece of feedback that they received that week.	Students set and adjust personal classroom goals based on analysis of their performance and effort data. Students are responsible for sharing this with their parents.	



**1: CLASSROOM ENVIRONMENT, STUDENT ENGAGEMENT AND COMMITMENT TO LEARNING**

Teachers promote **student engagement, independence and interdependence** in learning and facilitate a positive learning community by:

**Indicator 1b: Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.**

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p><b>Communicating, reinforcing and maintaining appropriate standards of behavior</b></p> <p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	Demonstrates little or no evidence that standards of behavior have been established; and/or minimally enforces expectations (e.g., rules and consequences) resulting in interference with student learning.	Establishes standards of behavior but inconsistently enforces expectations resulting in some interference with student learning.	Establishes high standards of behavior, which are consistently reinforced resulting in little or no interference with student learning.	Student behavior is completely appropriate OR Teacher seamlessly responds to misbehavior without any loss of instructional time.
	<b>SAMPLE EVIDENCE</b>			
	<p>Four students are talking and giggling during a cooperative group, and the teacher does not address the behavior.</p> <p>Students in two out of four literature circles are talking to each other while teacher is explaining the role of Discussion Director. Later, the teacher calls the class to attention, "I would like to repeat the job of Discussion Director."</p> <p>Five students begin talking during read-aloud time, and the teacher shakes her head and continues reading but does nothing to correct the behavior.</p>	<p>Teacher says, "I would like to remind the class of expectations during cooperative group time." Later in the lesson, four students are talking off-task in their cooperative group. The teacher does not address the behavior.</p> <p>Teacher says, "We need to remember to raise our hands to ask questions about the role of a Discussion Director." Students call out answers without raising their hands, and teacher acknowledges their responses even though they are calling out.</p> <p>Teacher says, "We need to be good listeners during read-aloud. As a group of boys in the back begins tossing papers, the teacher stops and says, "Boys, that's enough." The group refocuses. Later another group passes notes, and the teacher continues the read-aloud.</p>	<p>Teacher says, "I would like to go over the expectations of cooperative group work time." Some of one group of four students are talking loudly off-task. The teacher says, "I like the way Maria and Sophia remembered that we need to use appropriate voice levels and to stay on task during our group time,"</p> <p>Teacher says, "I can see how group 2 is ready to learn more about what a Discussion Director's role entails. Their eyes are on the speaker and their posture shows they are ready to listen." Teacher uses nonverbal cues to remind students to raise their hands.</p> <p>Teacher begins lesson by saying, "It is important to be good listeners during read-aloud time because all students will be responsible for joining in on our discussion of the book." Two students begin whispering while the teacher is reading, and the teacher holds up a nonverbal cue to redirect those students without drawing attention to them. Students see the cue and stop whispering. They follow along with the story.</p>	<p>One student says to the cooperative group, "Group, we need to work together and stay focused because we need to have this done in 10 minutes." The group re-engages quickly.</p> <p>One student reminds literature circle group members, "Hey guys, listen while the Discussion Director is speaking so we can hear." Group members respond positively by focusing their attention on the Discussion Director.</p> <p>While the teacher is reading aloud, one student notices another turned around backward and talking to another student. Student lightly taps the other student and uses a nonverbal classroom cue to remind the other of the expectations. Student immediately turns around and refocuses.</p>

**1: CLASSROOM ENVIRONMENT, STUDENT ENGAGEMENT AND COMMITMENT TO LEARNING**

Teachers promote **student engagement, independence and interdependence** in learning and facilitate a positive learning community by:

**Indicator 1b: Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.**

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Promoting social competence and responsible behavior</b>	Provides little to no instruction and/or opportunities for students to develop social skills and responsible behavior.	Inconsistently teaches, models, and/or reinforces social skills; does not routinely provide students with opportunities to self-regulate and take responsibility for their actions.	When necessary, explicitly teaches, models, and/or positively reinforces social skills; routinely builds students' capacity to self-regulate and take responsibility for their actions	Students take an active role in maintaining high standards of behaviors OR Students are encouraged to independently use proactive strategies and social skills and take responsibility for their actions.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<b>SAMPLE EVIDENCE</b>			
	<p>During book clubs, Peter says to Max, "No, you are wrong and don't understand. This is the way we will do this." Teacher does not respond.</p> <p>Ten out of 20 students have their homework from the previous night. Teacher says, "All of you will have 20 minutes of extra reading tonight because some of you were not prepared."</p>	<p>Teacher says, "Stop arguing, You know how to work together." Teacher does nothing else to resolve the conflict.</p> <p>Teacher praises a group of four students for returning their homework by saying, "I am so proud of the four of you for bringing in your homework." Teacher did not praise other students who completed their homework.</p>	<p>The teacher says, "I noticed that Peter and Max are having a difference of opinion during our book club discussion. I noticed them using the sentence stems we practiced for having a good discussion like... 'What can we agree on?'"</p> <p>Teacher says, "Even though you forgot last night's homework, I see that you have your agenda out and are writing down a reminder to bring it in tomorrow. I am confident you will bring it in tomorrow."</p>	<p>In a book club, teacher observes (hears) Peter saying, "I see your point, but have you considered...?" Another student says back, "You used one of our thinking sentence stems, Peter. Just like we learned!"</p> <p>Student says to another student, "Don't forget to take out your homework to bring home tonight. Call me if you need help."</p>

**1: CLASSROOM ENVIRONMENT, STUDENT ENGAGEMENT AND COMMITMENT TO LEARNING**

Teachers promote *student engagement, independence and interdependence* in learning and facilitate a positive learning community by:

**Indicator 1c: Maximizing instructional time by effectively managing routines and transitions.**

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Routines and transitions appropriate to needs of students</b>	Does not establish or ineffectively establishes routines and transitions, resulting in significant loss of instructional time.	Inconsistently establishes routines and transitions, resulting in some loss of instructional time.	Establishes routines and transitions resulting in maximized instructional time.	Service provider encourages and/or provides opportunities for students to demonstrate and/or independently facilitate routines and transitions.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<b>SAMPLE EVIDENCE</b>			
	Teacher says, "It's time for Writer's Workshop to begin." Four students can't find their writing notebooks. Teacher instructs all students to look in their desks for the missing notebooks. Two children begin looking on the counter. The lesson takes 10 minutes to begin.	Teacher tells students to begin writing. Some students are having side conversations. Some students take more than five minutes to begin writing. Teacher works her way around the room, answering one question at a time.	Teacher says, "If there aren't any further questions, you may start your essay now." It takes one minute for the students to take out their writing notebooks and pencils. It takes another minute for students to settle in to begin writing. After 30 minutes of writing, teacher says, "There are five minutes left of Writer's Workshop today. Please wrap up your thoughts."	As soon as teacher finishes with directions, students take out their writer's notebooks and pencils and begin writing. During the Writer's Workshop, there is noise in the hall. A student independently closes the door so all can concentrate on the writing task.
	Teacher is typing the directions to be projected on the SMART Board. Six students are out of their seats, walking around the classroom. Teacher begins to explain the directions, but four students are having side conversations. The teacher repeats the directions, reminding students of what happened the day before. One student yells out, "Just tell us what to do!"	Teacher has prewritten directions on the SMART Board for a journal writing activity. Ten students begin writing, three students are reading, six students are sharpening their pencils. One student tugs on the teacher's sweater, saying, "What are we supposed to be doing?"	Teacher has prewritten directions on the SMART Board for a journal writing activity. Some students begin to work immediately. Teacher says to another group, "Show me what you should be doing now." Students raise their journals, put them down, and all students begin to work.	Teacher has prewritten directions on the SMART Board for a journal writing activity. As students begin writing, a student comes in to class late. A student says, "It's time to do our journal writing."
Teacher addresses students with "Line up at the door." Without any other instruction, the teacher says, "Follow me to the school photo room. We will need to figure out when we are going to finish this work." The teacher leaves the room.	Teacher addresses students at the beginning of Writer's Workshop, stating, "We have pictures today at 10:15. Once we are done, we will come back and get right back to work."	Teacher addresses students at the beginning of Writer's Workshop, stating, "We have pictures today at 10:15. When we leave, leave your journals on the table. When we return, please continue to work on your journal entry. Our goal is to be complete by 11:00."	Teacher addresses students at the beginning of Writers Workshop, stating, "We have pictures today at 10:15. What should you be working on the minute we get back?" A student replies, "We should continue working on our journal entries and then get in our editing groups."	

**2: PLANNING FOR ACTIVE LEARNING**

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

**Indicator 2a: Planning of instructional content that is aligned with standards, builds on students’ prior knowledge and provides for appropriate level of challenge for all students.**

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Content of lesson plan is aligned with standards</b>	Plans content that is misaligned with or does not address the Common Core State Standards and/or other appropriate Connecticut content standards.	Plans content that partially addresses Common Core State Standards and/or other appropriate Connecticut content standards.	Plans content that directly addresses Common Core State Standards and/or other appropriate Connecticut content standards.	Plans for anticipation of misconceptions, ambiguities or challenges and considers multiple ways of how to address these in advance.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<b>SAMPLE EVIDENCE</b>			
	<p>Teacher identifies objective as “determining main idea of a text and explaining how it is supported by key details.” Teacher also lists all other ELA standards.</p> <p>Lesson objective is to determine main idea and summarize the Scholastic News article, “Great White Comeback,” using key details. Teacher plans to instruct students to write a narrative story about sharks.</p>	<p>Teacher identifies objective as “determining main idea of a text and explaining how it is supported by key details.” Teacher also lists four additional standards not aligned with lesson.</p> <p>Lesson objective is to determine main idea of the Scholastic News article, “Great White Comeback,” and summarize the text using key details (CCS.ELA.Informational Text.RI.4.2). Teacher plans to model use of graphic organizer to find key details to support main idea, but does not plan to address writing a summary in the lesson plan.</p>	<p>Teacher identifies objective as “determining main idea of a text and explaining how it is supported by key details.” All standards align.</p> <p>Lesson objective is to determine main idea of the Scholastic News article, “Great White Comeback,” and summarize the text using key details (CCS.ELA.Informational Text.RI.4.2). Teacher plans to model use of graphic organizers to gather key details as well as how to summarize informational text. Students will then be directed to complete the graphic organizer and write a summary supported with key details from the article.</p>	<p>Teacher identifies objective as “determining main idea of a text and explaining how it is supported by key details.” Teacher plans to provide three texts in which the paragraphs have been chunked. Teacher creates a list of three familiar strategies that can be used to find the main idea (paraphrase the paragraph, graphic organizer backwards, and key words search and map). Students will choose the strategy they would like to use to find the main idea of each chunked section.</p> <p>Following the lesson objective on determining the main idea of informational text and summarizing it using key details, students will use the skills developed to independently write a summary of an informational text of their choice. Students will brainstorm situations where summaries can be used across all content areas and in their day-to-day lives.</p>

**2: PLANNING FOR ACTIVE LEARNING**

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

**Indicator 2a: Planning of instructional content that is aligned with standards, builds on students’ prior knowledge and provides for appropriate level of challenge for all students.**

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Content of lesson appropriate to sequence of lessons and appropriate level of challenge</b>	Does not appropriately sequence content of the lesson plan.	Partially aligns content of the lesson plan within the sequence of lessons; and inconsistently supports an appropriate level of challenge.	Aligns content of the lesson plan within the sequence of lessons; and supports an appropriate level of challenge.	Plans to challenges students to extend their learning to make interdisciplinary connections.
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	<b>SAMPLE EVIDENCE</b>			
	During the lesson, teacher plans to teach features of realistic fiction by reading a book aloud and pointing out first and third person. Teacher plans to have students end the lesson by writing about the setting of their independent books.	During the lesson, teacher plans for students to understand that point of view in realistic fiction is written in the first or third person (RL.4.6). First, the teacher will use a graphic to show features of this genre focusing on point of view. Teacher plans to culminate the lesson by having students read independently without asking for any evidence of point of view or application of skills.	During the lesson, teacher plans for students to understand that point of view in realistic fiction is written in the first or third person (RL.4.6). First, the teacher will use a graphic to show all features of this genre while focusing specifically on point of view. Teacher plans to read excerpts from literature using different points of view while pointing out key words that help a reader to identify each point of view. Teacher plans to provide students with three excerpts from realistic fiction for students to complete independently. The lesson will culminate with students sharing their decisions with evidence from the text.	Teacher plans to extend the lesson for students by having them focus a book club on point of view. Students will choose their own texts to share and discuss examples of first- and third-person narrations (RL.4.6). Teacher plans to have book club members decide how to present information on point of view.

## 2: PLANNING FOR ACTIVE LEARNING

*Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:*

**Indicator 2a: Planning of instructional content that is aligned with standards, builds on students’ prior knowledge and provides for appropriate level of challenge for all students.**

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Content of lesson appropriate to sequence of lessons and appropriate level of challenge	Does not appropriately sequence content of the lesson plan.	Partially aligns content of the lesson plan within the sequence of lessons; and inconsistently supports an appropriate level of challenge.	Aligns content of the lesson plan within the sequence of lessons; and supports an appropriate level of challenge.	Plans to challenges students to extend their learning to make interdisciplinary connections.
	<p>Teacher plans to have students independently read chapter 4 from the novel <i>Because of Winn-Dixie</i>. Teacher will have students write about an animal or their own pet.</p> <p>Teacher asks students to draw a picture of their favorite storybook character. Teacher then plans to read a story aloud with no discussion of character development or traits</p>	<p>Teacher plans to have students independently read chapter 4 of <i>Because of Winn-Dixie</i>. Students are asked to answer open-ended comprehension questions with no teacher modeling or feedback.</p> <p>Teacher plans to give students a completed character map based on a short story that was read aloud. Students will then be told to complete a character map based on their own independent books with no modeling or discussion of what character traits are.</p>	<p>Teacher plans to read chapter 4 of <i>Because of Winn-Dixie</i> aloud together as a class, stopping to discuss important aspects. Teacher will model the questioning technique TTQA (Turn The Question Around) for students and share rubric for scoring open-ended written responses. Teacher will assign open-ended questions for students to apply the strategies taught. (Why was Miss Franny so scared by Winn-Dixie? Why was she acting “all embarrassed?”) Teacher plans to provide opportunities for students to share responses.</p> <p>Teacher plans to model how to use a character map to determine character traits. Students will be provided with differentiated short stories in small groups. Together, students will read and complete character maps by finding evidence in their stories. The lesson will culminate by having the groups share out common character traits found in selected texts.</p>	<p>After reading a chapter of the novel <i>Because of Winn-Dixie</i>, students will develop their own open-ended “Why” and “Suppose” questions based on what they have read. The purpose of these questions will be to anticipate what is coming in the next chapter. They will challenge a partner to answer these questions and log them to check back.</p> <p>Teacher plans to provide students with two fictional texts (RL5.3). Teacher plans to have students compare and contrast main characters in each story by annotating texts for the purpose of showing character traits and development. Students will keep a record of character traits to compare and contrast other characters throughout the year in their Reader’s Notebooks.</p>

**2: PLANNING FOR ACTIVE LEARNING**

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

**Indicator 2a: Planning of instructional content that is aligned with standards, builds on students’ prior knowledge and provides for appropriate level of challenge for all students.**

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Use of data to determine students’ prior knowledge and differentiation based on students’ learning needs</b>	Uses general curriculum goals to plan common instruction and learning tasks without consideration of data, students’ prior knowledge or different learning needs.	Uses appropriate, whole class data to plan instruction with limited attention to prior knowledge and/or skills of individual students.	Uses multiple sources of appropriate data to determine individual students’ prior knowledge and skills to plan targeted, purposeful instruction that advances the learning of students.	Plans for students to identify their own learning needs based on their own individual data.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<b>SAMPLE EVIDENCE</b>			
	<p>Teacher follows textbook lesson plan to teach a close reading lesson on the story <i>Camping with the President</i> without consideration of prior student data.</p> <p>Teacher plans to cover pages 385-386 in the literacy anthology. After reading, all students will determine key details of the text.</p>	<p>Based on the end-of-the-year benchmark assessments, teacher determines a single reading selection for the entire class based on where most students scored. Teacher plans to read the story <i>Camping with the President</i> as a close reading activity.</p> <p>Teacher plans to provide students with a short article for all students to highlight key details in the text. Teacher will provide graphic organizer that mirrors the text structure and model how to complete it for the whole group.</p>	<p>Based on the end-of-the-year benchmark assessments and a recent reading review, teacher determines that students are at three instructional reading levels. Teacher selects three texts on a single theme—one text at each of the levels. A close reading lesson is planned. Teacher sets a language objective for the ELL student in the classroom.</p> <p>Teacher plans to choose several leveled texts based on the theme of wonderful adventures. Text levels are selected based on student reading records. Teacher determines which students will work independently to find key details of the text and students will record this information in their Reader’s Notebooks. A second group of students will work with partners to highlight key details in the text. Teacher plans to meet with a small group to provide guided instruction to determine main idea and key details on a graphic organizer.</p>	<p>Students will write a reflection on the challenges they faced in reading the text. In groups, students will discuss what skills and resources they need to become more fluent. They will record this in the Reader’s Notebooks to keep for future reference. The teacher will meet with each group to co-plan strategies to support needs.</p> <p>Teacher plans to provide a choice of 12 leveled texts on a variety of wonderful adventure stories. Students will self-select texts based on their understanding of themselves as a reader and their interest in the adventure. After reading and writing key details, students will create cooperative groups to share their findings.</p>

**2: PLANNING FOR ACTIVE LEARNING**

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

**Indicator 2a: Planning of instructional content that is aligned with standards, builds on students’ prior knowledge and provides for appropriate level of challenge for all students.**

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Literacy strategies</b>	Plans instruction that includes few opportunities for students to develop literacy skills or academic vocabulary.	Plans instruction that includes some opportunities for students to develop literacy skills or academic vocabulary in isolation.	Plans instruction that integrates literacy strategies and academic vocabulary.	Designs opportunities to allow students to independently select literacy strategies that support their learning for the task.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<b>SAMPLE EVIDENCE</b>			
	<p>Teacher plans to have students highlight all unfamiliar words in the <i>Storyworks</i> article, “The Volcano that Changed the World.”</p> <p>Teacher plans to have students copy definitions of literary devices within poetry. No examples are provided for students to see devices in context.</p>	<p>Teacher plans to provide vocabulary list with definitions from the <i>Storyworks</i> article, “The Volcano that Changed the World.” Teacher will provide these lists for reference as student read the text.</p> <p>Teacher plans to provide students with a list of literary devices and definitions with examples. Teacher will present the poem “Ideas” with already highlighted examples of the literary devices within the poem.</p>	<p>Teacher plans to use topical vocabulary from the <i>Storyworks</i> article, “The Volcano that Changed the World.” Teacher plans to read the first half of the article aloud to the class through a think-aloud while she describes to students how she uses contextual clues to determine the meaning of new words. She then asks students to share ways that they determine the meaning of words. Students will show their understanding by completing the reading of the second half of the article, noting new words and meanings from context.</p> <p>Teacher plans to provide students with literary terms (alliteration, personification, and hyperbole) that are often used in poetry. Teacher plans to present and discuss specific devices that are used in the poem “Ideas.” Students will then receive a teacher-created poem (“Through the Magnifying Glass”) and will be directed to highlight examples of the literary devices discussed. Students will then share their findings.</p>	<p>Students will choose another article related to volcanoes. They will create a vocabulary list with definitions based on their reading and be able to use these words in context. Students will compare vocabulary from previous article. Teacher plans for students to share the strategies they used to determine other key vocabulary terms based on the articles they read.</p> <p>Students will create their own poetry using the literary devices learned. Students will share their poems with classmates.</p>



**2: PLANNING FOR ACTIVE LEARNING**

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

**Indicator 2a: Planning of instructional content that is aligned with standards, builds on students’ prior knowledge and provides for appropriate level of challenge for all students.**

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Literacy strategies</b>	Plans instruction that includes few opportunities for students to develop literacy skills or academic vocabulary.	Plans instruction that includes some opportunities for students to develop literacy skills or academic vocabulary in isolation.	Plans instruction that integrates literacy strategies and academic vocabulary.	Designs opportunities to allow students to independently select literacy strategies that support their learning for the task.
	Teacher plans to read <i>Jumanji</i> aloud.	Teacher plans to read <i>Jumanji</i> aloud and conduct a class discussion on identifying themes of fictional text.	Teacher plans to read <i>Jumanji</i> aloud and conduct a class discussion on the themes. Teacher then plans to provide students with a short story by the same author, and students will independently determine themes. Students will then share evidence of theme in that short story.	After reading and discussing theme within several stories by Chris Allburg, students will use <i>The Mysteries of Harris Burdick</i> to create a fictional story that demonstrates their understanding of theme. Students will be given a choice of which picture/caption that they will use to write their story. After completion of the story, students will share with their classmates.

**2: PLANNING FOR ACTIVE LEARNING**

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

**Indicator 2b: Planning instruction to cognitively engage students in the content.**

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Strategies, tasks and questions cognitively engage students</b>	Plans instructional tasks that limit opportunities for students' cognitive engagement.	Plans primarily teacher directed instructional strategies, tasks and questions that provide some opportunities for students' cognitive engagement.	Plans instructional strategies, tasks and questions that promote student cognitive engagement through problem-solving, critical or creative thinking, discourse or inquiry-based learning and /or application to other situations.	Plans to release responsibility to the students to apply and/or extend learning beyond the learning expectation.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<b>SAMPLE EVIDENCE</b>			
	<p>Teacher's plan includes teacher-generated questions and has students read a chapter in <i>The Family Under the Bridge</i>; teacher plans to give students a multiple-choice quiz with "Right There" questions.</p> <p>Planned task is for students to read chapter 1 and answer 10 literal multiple-choice questions with four distractors each.</p> <p>Where does Armand live?                      a. igloo                      b. tent                      c. under a bridge      d. castle</p> <p>Where does Armand carry his belongings?                      a. suitcase                      b. backpack                      c. pushcart                      d. shopping bag</p>	<p>Teacher's plan includes teacher-generated questions and has students read a chapter from <i>The Family Under the Bridge</i>. Students write answers to text-dependent questions that are literal and do not require students to infer beyond what is stated in the text.</p> <p>Planned task is for students to read the chapter and respond to open-ended, text-dependent questions from chapter 1.</p> <p>"Would you like to live the life that Armand lives?"</p> <p>"Have you ever seen a homeless person in your own community?"</p>	<p>Teacher's plan has students reading a section of the book <i>The Family Under the Bridge</i> as well as nonfiction short text on the homeless and integrate information from both to answer questions that lead students to a deeper understanding.</p> <p>"Read the first paragraph of the chapter; what does this beginning suggest to you about the book?"</p> <p>"What does the baby buggy tell you about Armand?"</p> <p>Planned task is for students to read a nonfiction article and a section of <i>The Family Under the Bridge</i>. Students will take notes and use the notes to compare and contrast how homelessness is depicted in both texts.</p>	<p>Teacher's plan has students develop a research question or community-based research question, such as, "What resources are available in our community to help the homeless?"</p> <p>The planned task is for students to research resources that support the homeless in our community. Students will choose how to present their independent research findings. Examples include storyboard, talk show, PowerPoint, role-play, etc.</p>

**2: PLANNING FOR ACTIVE LEARNING**

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

**Indicator 2b: Planning instruction to cognitively engage students in the content.**

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p><b>Instructional resources and flexible groupings support cognitive engagement and new learning.</b></p> <p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<p>Selects or designs resources and/or groupings that do not cognitively engage students or support new learning.</p>	<p>Selects or designs resources and/or groupings that minimally engage students cognitively and minimally support new learning.</p>	<p>Selects or designs resources and/or flexible groupings that cognitively engage students in real world, global and/or career connections that support new learning.</p>	<p>Selects or designs resources for interdisciplinary connections that cognitively engage students and extend new learning.</p>
<b>SAMPLE EVIDENCE</b>				
	<p>Teacher plans for whole group instruction. Students will read chapter 1 from <i>The Family Under the Bridge</i> and respond independently in journals.</p> <p>Teacher plans to select a <i>New York Times</i> article and an article from <i>The Economist</i> on homelessness.</p>	<p>Teacher plans for students to share written responses with students next to them for each lesson in the three-week unit.</p> <p>Teacher selects a nonfiction article, "Sleeping Under a Roof but Homeless Nonetheless," to prepare students for a story in which the main character is homeless.</p>	<p>Teacher plans student groups, based on their expressed interest in a topic, to share insights and reactions to text. This grouping allows students of different abilities to share insights and brings students to a deeper understanding.</p> <p>To introduce the concept of homelessness in preparation for reading a book in which the main character is homeless, teacher plans to provide a mini-resource library that includes multiple texts, such as written interviews, works of art, and photos.</p>	<p>Teacher plans groups based on multiple intelligence survey. In the first round, students will demonstrate the theme of a language arts text using some aspect of their shared and preferred intelligence. When students move to their second text in science, they will be asked to summarize the lesson, using some aspect of their preferred intelligence.</p> <p>Teacher plans for students to brainstorm resources they would use to answer their research questions on homelessness. Students will be encouraged to consider websites, community agencies, and local charities.</p>

**2: PLANNING FOR ACTIVE LEARNING**

Teachers plan instruction to *engage students in rigorous and relevant learning* and to *promote their curiosity about the world at large* by:

**Indicator 2c: Selecting appropriate assessment strategies to monitor student progress.**

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Criteria for student success</b>	Does not plan criteria for student success; and/or does not plan opportunities for students to self-assess.	Plans general criteria for student success; and/or plans some opportunities for students to self-assess.	Plans specific criteria for student success; and plans opportunities for students to self-assess using the criteria.	Plans to include students in developing criteria for monitoring their own success.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<b>SAMPLE EVIDENCE</b>			
	<p>Teacher’s plan states, “Students will read the story <i>The Family Under the Bridge</i> and answer questions.”</p> <p>Teacher’s plan is to have students answer the questions and turn in written responses.</p>	<p>Teacher’s plan states, “Students will read the story <i>The Family Under the Bridge</i> and incorporate textual evidence in written responses.”</p> <p>Teacher’s plan is to verbally remind students to include evidence from the text and to read over their work carefully before turning it in.</p>	<p>Teacher plans to explain to students that they will be assessed on their use of a minimum of two pieces of textual evidence from <i>The Family Under the Bridge</i> excerpt taken from page one and a nonfiction article from newsela.org, “Sleeping Under a Roof, But Homeless Nonetheless” to support written responses. Students will self-assess written responses with a teacher-created rubric.</p> <p>Teacher plans to have students explain how homelessness affects people. Students are told they must have at least three ideas and each idea must be supported by a minimum of two pieces of textual evidence, either from <i>The Family Under the Bridge</i> and/or the nonfiction article.</p> <p>Teacher plans to review the posted rubric with students at the beginning of the lesson.</p> <p>Students will be taking notes on their paper copies of the rubric to use when writing responses.</p>	<p>After sharing a model of a well-written response containing textual evidence from multiple sources, teacher plans to involve students through class discussion in creating descriptors of success. “What is expected?”</p> <p>Teacher plans for students to work in small groups to examine exemplary responses and collaboratively create a list of expectations for written responses containing evidence from multiple sources.</p>

## 2: PLANNING FOR ACTIVE LEARNING

*Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:*

### Indicator 2c: Selecting appropriate assessment strategies to monitor student progress.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Criteria for student success</b>	Does not plan criteria for student success; and/or does not plan opportunities for students to self-assess.	Plans general criteria for student success; and/or plans some opportunities for students to self-assess.	Plans specific criteria for student success; and plans opportunities for students to self-assess using the criteria.	Plans to include students in developing criteria for monitoring their own success.
	The only criterion for success is task completion.	Teacher will create a checklist with general descriptors such as: I read my answers. I used evidence from the text. I am ready to turn in my work.	Students will return to the excerpt and nonfiction article to underline or highlight the evidence that was used to support written responses.	Teacher plans for students to self-evaluate their written responses using the rubric that was created based on student input. Peers will use the rubric as they evaluate the responses.

**2: PLANNING FOR ACTIVE LEARNING**

Teachers plan instruction to *engage students in rigorous and relevant learning* and to *promote their curiosity about the world at large* by:

**Indicator 2c: Selecting appropriate assessment strategies to monitor student progress.**

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Ongoing assessment of student learning</b>	Plans assessment strategies that are limited or not aligned to intended instructional outcomes.	Plans assessment strategies that are partially aligned to intended instructional outcomes OR strategies that elicit only minimal evidence of student learning.	Plans assessment strategies to elicit specific evidence of student learning of intended instructional outcomes at critical points throughout the lesson.	Plans strategies to engage students in using assessment criteria to self-monitor and reflect upon their own progress.
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	<b>SAMPLE EVIDENCE</b>			
	Teacher plans to ask students to complete a test after reading <i>The Family Under the Bridge</i> .	Teacher plans to circulate the room asking recall questions related to chapter 1 of the story, <i>The Family Under the Bridge</i> . Sample questions include the following: "Who is Mireli? What does Armand call the children? What does Armand eat for dinner?"	Teacher plans to stop pairs of students after they have read the excerpt from <i>The Family Under the Bridge</i> and again after reading the nonfiction article to share evidence that supports their responses to the posted discussion questions. At the end of the class, each pair of students will complete three exit slips—each with a discussion question and two pieces of evidence from the text the pair will use in justifying their responses. A fourth card to be completed starts with, "I still need help with..."	Teacher plans to stop students after they have read and taken notes on <i>The Family Under the Bridge</i> to share evidence and again after reading the nonfiction article. Students will share evidence from readings with a partner. Students create a scoring guide to, "To what extent does the evidence" support your stance?"

### 3: INSTRUCTION FOR ACTIVE LEARNING

*Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:*

#### Indicator 3a: Implementing instructional content for learning.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Instructional purpose</b>	Does not clearly communicate learning expectations to students.	Communicates learning expectations to students and sets a general purpose for instruction, which may require further clarification.	Clearly communicates learning expectation to student and sets a specific purpose or instruction and helps student to see how the learning is aligned with Common Core State Standards and/or other appropriate Connecticut content standards.	Students are encouraged to explain how the learning is situated within the broader learning context/curriculum.
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	<b>SAMPLE EVIDENCE</b>			
	Teacher begins lesson by saying, "We are going to read the story <i>Red Kayak</i> and answer some questions."	Teacher begins lesson by saying, "Today we will read the story <i>Red Kayak</i> . We will be looking closely at the characters."	Teacher begins lesson by saying, "Today we will be reading <i>Red Kayak</i> . We will be analyzing the story to determine the theme or lesson that the main character, Brady, learns in the story. The theme is the message that the author wants you to apply to your own life."	Teacher says, "I want you to review your plot diagram and summaries in your Reader's Notebook and see how the plot diagram connects to the theme and lesson Brady learns in the story <i>Red Kayak</i> ." Students respond with a variety of answers, including, "I noticed in the story that Brady kept trying to find Ben." "He didn't give up." "At the end of the story the EMT was surprised that even though it was stormy, Brady was able to find Ben." (Students use textual examples to demonstrate each response.)

### 3: INSTRUCTION FOR ACTIVE LEARNING

*Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:*

#### Indicator 3a: Implementing instructional content for learning.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Content accuracy</b>	Makes multiple content errors.	Makes minor content errors.	Makes no content errors.	Invites students to explain the content to their classmates.
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	<b>SAMPLE EVIDENCE</b>			
	Teacher incorrectly defines theme, stating, "The theme and topic of a story are what the author wants us to think about."	Teacher defines theme, "The theme is the message the author wants us to take away after reading and apply to our own lives. For example, the theme in <i>Red Kayak</i> is friendship."	Teacher says, "Let's look back at our Reader's Notebooks and use our summaries to brainstorm a list of possible lessons the author wants us learn from reading <i>Red Kayak</i> ."	Teacher says, "Turn and talk to the person next to you and discuss what you think the lessons the author, Priscilla Cummings, would want the reader to learn from reading her story. Identify the clues that help you figure out the theme in <i>Red Kayak</i> . Be ready to explain your thinking."



**3: INSTRUCTION FOR ACTIVE LEARNING**

Teachers plan instruction to **engage students in rigorous and relevant learning** and to **promote their curiosity about the world at large** by:

**Indicator 3a: Implementing instructional content for learning.**

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Content progression and level of challenge</b>	Presents instructional content that lacks a logical progression; and/or level of challenge is at an inappropriate level to advance student learning.	Presents instructional content in a generally logical progression and/or at a somewhat appropriate level of challenge to advance student learning.	Clearly presents instructional content in a logical and purposeful progression and at an appropriate level of challenge to advance learning of all students.	Challenges students to extend their learning beyond the lesson expectations and make cross-curricular connections.
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	<b>SAMPLE EVIDENCE</b>			
	Teacher begins lesson by saying, "Yesterday we completed the vocabulary-matching worksheet. Today we will determine the theme of the story and write it in our Reader's Notebook. At the end of the lesson, you will glue down the main events from <i>Red Kayak</i> in sequential order."	Teacher begins lesson by saying, "Yesterday we read the story <i>Red Kayak</i> . Today you will sequence the events in the story and use those story events to determine the theme of the story."	Students begin the lesson by reviewing their plot diagrams. Students use the plot diagram to write a story summary. Based on story summaries, the teacher groups students with solid summaries and understanding of the text to serve as peer tutors to those with weak understanding. Students determine the theme of <i>Red Kayak</i> from their story summaries.	Teacher provides multiple short stories with the theme of courage, usefulness, and determination. Students select a text to read, determine the theme, and compare to <i>Red Kayak</i> .

### 3: INSTRUCTION FOR ACTIVE LEARNING

*Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:*

**Indicator 3a: Implementing instructional content for learning.**

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Literacy strategies</b>	Presents instruction with few opportunities for students to develop literacy skills or academic vocabulary.	Presents instruction with some opportunities for students to develop literacy skills and/or academic vocabulary.	Presents instruction that consistently integrates multiple literacy strategies and explicit instruction in academic vocabulary.	Provides opportunities for students to independently select literacy strategies that support their learning.
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	<b>SAMPLE EVIDENCE</b>			
	Teacher says, "Today you will look for examples of personification in the story <i>Thunder Rose</i> . I have provided each group with sticky notes. If you find an example, write it on your sticky note and put it on the board." Students write down information about characters in the story and put them on the board. Students say to one another, "What is the assignment?"	Teacher says, "I will show you a YouTube video that will show personification. Jot down examples you find in your Reader's Notebook. Share what you wrote down with your partner."	Teacher has the word "personification" written on the board. Teacher instructs students to look at the word and brainstorm what they think the word means. Teacher asks students, "Do you see a small word you know in the word, 'personification'?" Students notice the word "person." Teacher then plays a YouTube video of the "Be Our Guest" section of the movie <i>Beauty and the Beast</i> ." Students then define the word "personification" as objects having human characteristics. Students read the tall tale <i>Thunder Rose</i> and identify examples of personification in the story.	Students work collaboratively to develop an understanding of personification. Teacher writes the term "personification" on the board and students discuss and determine a definition for personification. After viewing the YouTube video, groups of students are given their choice of activity to complete:  1. Students write and act out a scenario where personification is portrayed.  2. Students create an illustration in the form of a cartoon or portrait with personification depicted.  3. Students write a short poem using personification to enhance imagery.

### 3: INSTRUCTION FOR ACTIVE LEARNING

*Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:*

**Indicator 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.**

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Strategies, tasks and questions</b>	Includes tasks that do not lead students to construct new and meaningful learning and that focus primarily on low cognitive demand or recall of information.	Includes a combination of tasks and questions in an attempt to lead students to construct new learning, but are of low cognitive demand and/or recall of information with some opportunities for problem-solving, critical thinking and/or purposeful discourse or inquiry.	Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated recall, problem solving, critical and creative thinking, purposeful discourse and/or inquiry. At times, students take the lead and develop their own questions and problem solving strategies.	Includes opportunities for students to work collaboratively to generate their own questions and problem-solving strategies, synthesize and communicate information.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<b>SAMPLE EVIDENCE</b>			
	<p>Teacher asks questions, most of which are “right there” answers. Teacher says, “What is the setting of the book <i>Stone Fox</i>?” Student responds, “On a farm in Wyoming.” Teacher says, “What is Willy’s dog’s name?” Student says, “Searchlight.” Task is given where students are asked to fill in one word answers on worksheet.</p> <p>Teacher states, “We are going to read <i>The Other Side</i> by Jacqueline Woodson.” After reading the story, the teacher tells the students the theme of the story and has them write it in their Reader’s Notebook.</p>	<p>Teacher asks questions similar to the following: “How do we know Grandfather is sick in the story? Explain the code Little Willy and Grandfather worked out since Grandfather could not speak?”</p> <p>Teacher gives a task in which students write about the relationship between Grandfather and Little Willy.</p> <p>Teacher states, “We are going to read <i>The Other Side</i> by Jacqueline Woodson.” After reading the story, the teacher states, “The theme of this story is friendship. Now go back and write examples from the story in your notebook that show that is the theme.”</p>	<p>Teacher asks a variety of questions similar to the following: “How does the author show that Little Willy is hard-working? Provide evidence from the story to support your thinking.” “How does Little Willy change from the beginning or the story to the end?” Teacher then provides students with a list of common literature themes for students to use to determine the theme of <i>Stone Fox</i>. Students will discuss and share what theme they chose and why.</p> <p>Teacher states, “We have read many books that have important themes. While I read the story <i>The Other Side</i>, I would like you to think about what theme this book has and find evidence to support your understanding. You will be asked to record these ideas in your Reader’s Notebook.”</p>	<p>Students are asked to find other realistic fiction books that have similar themes to <i>Stone Fox</i>. In small groups, they will discuss similarities and differences of themes between the texts. Students will generate questions related to character change and development throughout the stories they chose.</p> <p>Students will research the civil rights era independently to help them connect with the theme of the story. Students will be given a choice on how to demonstrate their learning to the class.</p>

### 3: INSTRUCTION FOR ACTIVE LEARNING

*Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:*

**Indicator 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.**

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Instructional resources and flexible groupings</b>  <i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	Uses resources and/or groupings that do not cognitively engage students or support new learning.	Uses resources and/or groupings that minimally engage students cognitively and support new learning.	Uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways, including application of new learning to make interdisciplinary, real world, career or global connections.	Promotes student ownership, self-direction and choice of resources and/or flexible groupings to develop their learning.
	<b>SAMPLE EVIDENCE</b>			
	Teacher assigns students the task of writing a “small moment” about a place that matters to them that they have experienced. Teacher sends students to write independently and to revise on their own.	Teacher places students with writing partners and allows them to share their list of “small moments” they chose as writing ideas about a special place. Partners help each other to decide on the topic. Students are then directed to write their “small moment” in their Writer’s Notebook independently.	Teacher has previously established permanent writing partners to establish trust. Teacher allows these partners to share the list of “small moments” about a place they brainstormed during an earlier part of the lesson. Once they have decided on their idea, they orally share the story like a “storyteller” with their partners. Once both have shared, they go to their writing spots to create their pieces. Partners are available if students get stuck or feel they need to share an idea throughout the drafting process. Students share their pieces with their partner at the end of writing time.	Students create teams based on interest in a topic (holidays, visit to grandparents, vacations, etc.). These teams work together throughout the writing process, regrouping as needed for support. They make their own adjustments and decisions based on their goals for this writing piece.

### 3: INSTRUCTION FOR ACTIVE LEARNING

*Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:*

**Indicator 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.**

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p><b>Student responsibility and independence</b></p> <p style="color: red; font-size: small;"><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<p>Implements instruction that is primarily teacher-directed, providing little or no opportunities for students to develop independence as learners.</p>	<p>Implements instruction that is mostly teacher directed, but provides some opportunities for students to develop independence as learners and share responsibility for the learning process.</p>	<p>Implements instruction that provides multiple opportunities for students to develop independence as learners and share responsibility for the learning process.</p>	<p>Implements instruction that supports and challenges students to identify various ways to approach learning tasks that will be effective for them as individuals and will result in quality work.</p>
	<b>SAMPLE EVIDENCE</b>			
	<p>Teachers assign a research topic on Pilgrims and Coming to America. Students are given three articles and teacher reads them aloud while telling them where to highlight what is important. Teacher then instructs students to copy outlining notes from the board.</p>	<p>Teacher assigns a research topic on Pilgrims and Coming to America. Students are given three articles and teacher reads them aloud. Students are instructed to use highlighters to identify key details in the texts.</p>	<p>Teacher assigns a research topic on Pilgrims and Coming to America. Students are given three articles and are instructed to read the articles independently to get a sense of the content and then they will meet with a group to discuss and defend their findings around key details. Students then decide upon three or four main ideas based on the articles that will help in creation of a future research paper.</p>	<p>Students will create a group performance task on Early Colonization that includes a multi-media presentation. Students will share these presentations with the class.</p>

### 3: INSTRUCTION FOR ACTIVE LEARNING

*Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:*

#### Indicator 3c: Assessing student learning, providing feedback to students and adjusting instruction.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p><b>Criteria for student success</b></p> <p style="color: red; font-size: small;"><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<p>Does not communicate criteria for success and/or opportunities for students to self-assess are rare</p>	<p>Communicates general criteria for success and provides limited opportunities for students to self-assess.</p>	<p>Communicates specific criteria for success and provides multiple opportunities for students to self-assess.</p>	<p>Integrates student input in generating specific criteria for assignments.</p>
<b>SAMPLE EVIDENCE</b>				
	<p>After reading the story <i>Boom Town</i> and viewing the video <i>The Gold Rush</i>, teacher assigns students to write an opinion piece expressing if they would have wanted to be a forty-niner heading out West to search for gold.</p> <p>Teacher states, "When you have finished your opinion writing draft on the gold rush, turn it in."</p>	<p>After reading the story <i>Boom Town</i> and viewing the video <i>The Gold Rush</i>, teacher assigns students to write an opinion piece expressing whether they would like to be a forty-niner heading out West to search for gold. Teacher states, "Remember to include your opinion as well as evidence from the text. Your final copy should be neatly written."</p> <p>Teacher says, "Before you turn in your work, don't forget to fill out your editing and revising checklist." The editing and revising checklist is a student-friendly version of the rubric that gives the students the opportunity to self-assess."</p>	<p>After reading the story <i>Boom Town</i> and viewing the video <i>The Gold Rush</i>, teacher assigns students to write an opinion piece expressing whether they would have wanted to be a forty-niner heading out West to search for gold. Teacher states, "I will use our class rubric to score your writing." Teacher refers to posted rubric and says, "Don't forget to use your rubric, which includes a beginning that clearly states your opinion. Include specific evidence from both sources, and a conclusion.</p> <p>Teacher says at several points in the lesson, "Look at your writing to see if you have clearly stated your opinion." "Look at your writing to see if you have included evidence from the text." Teacher has students peer edit. Students take peer comments and revise writing prior to turning in their written piece.</p>	<p>While reviewing the class rubric, a student states, "It would be helpful if we had a checklist with specific requirements. The rubric seems kind of vague. Can we work together to make a checklist?"</p> <p>Teacher overhears student comments such as, "After reviewing my editing and revising checklist, I need to add more evidence from the text to support my opinion."</p>

### 3: INSTRUCTION FOR ACTIVE LEARNING

*Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:*

#### Indicator 3c: Assessing student learning, providing feedback to students and adjusting instruction.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p><b>Ongoing assessment of student learning</b></p> <p style="color: red; font-size: small;"><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<p>Assesses student learning with focus limited to task completion and/or compliance rather than student achievement of lesson purpose/objective.</p>	<p>Assesses student learning with focus on whole-class progress toward achievement of the intended instructional outcomes.</p>	<p>Assesses student learning with focus on eliciting evidence of learning at critical points in the lesson in order to monitor individual and group progress toward achievement of the intended instructional outcomes.</p>	<p>Promotes students' independent monitoring and self-assess, helping themselves or their peers to improve their learning.</p>
	<b>SAMPLE EVIDENCE</b>			
	<p>Teacher says, "Put your essay on your desk; I'm going to come around and check that you completed it."</p>	<p>Teacher sits at desk and periodically gets up to walk around and listen to editing groups but does not give any specific individual feedback. At the end of the editing session, the teacher asks, "Are you all using the feedback you received to revise your essays?"</p>	<p>Teacher checks in throughout the lesson with student editing groups and repeatedly draws student focus back to the rubric. Teacher asks questions like, "Can you explain to me at least one thing your partner gave you feedback on and if that feedback was helpful?"</p>	<p>Using a class-created rubric, students edit each other's writing. Student A says, "All of your evidence came from the video, but there is no evidence from the story we read." Student B responds with, "I'll go back to add evidence from the story."</p>

### 3: INSTRUCTION FOR ACTIVE LEARNING

Teachers plan instruction to *engage students in rigorous and relevant learning* and to *promote their curiosity about the world at large* by:

**Indicator 3c: Assessing student learning, providing feedback to students and adjusting instruction.**

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Feedback to students</b>	Provides no meaningful feedback or feedback lacks specificity and/or is inaccurate.	Provides feedback that partially guides students toward the intended instructional outcomes.	Provides individualized, descriptive feedback that is accurate, actionable and helps students advance their learning.	Encourages peer feedback that is specific and focuses on advancing student learning.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<b>SAMPLE EVIDENCE</b>			
	<p>Teacher says, "Your essay on immigration could use some more work. I'm handing it back to you so you can add more to it."</p> <p>Student says, "I don't understand what to do." Teacher says, "Just start writing."</p>	<p>Teacher says, "Your essay on immigration isn't specific enough. You need to add some specific details."</p> <p>Student says, "I think I included enough details, but I'm not sure." The teacher says, "Go back and add some more details."</p>	<p>Teacher says, "In your informative essay, you gave specific details about the hardships immigrants faced. To strengthen your essay, you could include a quote from a primary source. Go back and reread your immigrant interviews to see if you can find a quote to add to your essay."</p> <p>Student says, "I thought I gave three reasons for the hardships the immigrants faced, but you said I didn't give enough reasons." Teacher says, "Go back to your readings and underline specific examples of the hardships. Where might you include these in your essay?"</p>	<p>Teacher says, "As you move into your writing groups, remember to use our rubric. (Teacher references posted rubric.)"</p> <ol style="list-style-type: none"> <li>1. The introductory paragraph contains a hook/lead sentence.</li> <li>2. Three paragraphs that each contain a clear topic with supporting details.</li> <li>3. A concluding paragraph that restates the three main points.</li> </ol> <p>Student says to another student, "Can you add more supporting details to the paragraph about the difficulties immigrants faced on their journey to America?"</p> <p>Student says to another student, "You did a good job, but I think it would be a good idea to go back to the reading and include more specific evidence of why the journey was hard for the immigrants."</p>



### 3: INSTRUCTION FOR ACTIVE LEARNING

*Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:*

#### Indicator 3c: Assessing student learning, providing feedback to students and adjusting instruction.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
<b>ATTRIBUTES</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Instructional adjustments</b>	Makes no attempts to adjust instruction.	Makes some attempts to adjust instruction that is primarily in response to whole-group performance.	Adjusts instruction as necessary in response to individual and group performance	Students identify ways to adjust instruction that will be effective for them as individuals and results in quality work.
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	<b>SAMPLE EVIDENCE</b>			
	Student says, "I can't find the main idea." Teacher says, "It has to be there, just keep looking."	Teacher says, "Yesterday we learned about main idea and most of you seemed to get it. Today we're going to move forward and read about animal adaptations and see if we can figure out the main idea."	Teacher says, "Yesterday we discovered how to determine the main idea of 'Food Chains and Webs.' Today we will divide into small groups to work more on it." Teacher divides groups based on the results of the main idea organizer from the previous lesson. Based on that information, one group reads from the book, <i>How Do Animals Adapt?</i> The teacher meets with the other groups to review text features, such as headings, to help students understand how to determine the main idea.	Teacher asks students to think about how the main idea is determined in nonfiction text and identify on an exit slip what they understood, what went well, what questions they still have.