Performance Categories	Common Core of Teaching	Performance Levels			
		Exemplary	**Proficient**	**Developing**	**Below Standard**
CLASSROOM CULTURE					
Students interact and/or use technology to enhance their learning related to the lesson	**4.2** Using technological and digital resources strategically to promote learning	• **Students** employ various forms of technology and digital resources to strengthen their learning and demonstrate their understanding of the learning target. • **Teacher** integrates technology and digital resources into learning and teaching activities seamlessly.	• **Students** use technology and digital resources in some way during the lesson to meet the learning target. • **Teacher** uses technology and digital resources to teach the lesson.	• **Students** observe teacher using technology during the lesson. • **Teacher** uses technology to teach the lesson.	• There is no evidence of technology usage by **students** or **teacher** during the lesson.
Students conduct themselves according to agreed-upon and previously taught expectations	**2.1** Creating a class climate that is responsive to and respectful of the learning needs of students with diverse backgrounds. 2.3 Providing explicit instruction about social skills to develop students' social competence and responsible and ethical behavior by using a continuum of proactive strategies that may be individualizing to student needs. 2.4 Fostering appropriate standards of behavior that support a productive learning environment for all students	• **Students** behave according to school and classroom behavior protocols at all times. • **Teacher** employs effective classroom management strategies at all times.	• **Students** behave according to school and classroom behavior protocols most of the time. • **Teacher** employs effective classroom management strategies most of the time.	• **Students** behave according to school and classroom behavior protocols some of the time. • **Teacher** employs effective classroom management strategies some of the time.	• There is no evidence of **students** behaving according to school and classroom behavior protocols. • There is no evidence of the **teacher** employing effective classroom management strategies.
Students engage in effective and efficient routines and transitions	**2.5** Maximizing the amount of time spent on learning by effectively managing routines and transitions	• **Students** are engaged in the learning process throughout the entire lesson. • **Teacher** employs effective transition strategies and classroom routines.	• **Students** are engaged in the learning process throughout most of the lesson. • **Teacher** employs effective transition strategies and classroom routines most of the time.	• **Students** are engaged in the learning process throughout some of the lesson. • **Teacher** employs effective transitions strategies and classroom routines some of the time.	• There is no evidence that **students** are engaged in the learning process throughout the lesson. • There is no evidence of the **teacher** employing effective transition strategies and classroom routines.
SETTING THE LESSON					
Students activate their prior knowledge of the content and skills related to the learning target	**3.1** Determining students' prior knowledge to ensure that content instruction is at an appropriate level of challenge and differentiated to meet their learning needs. 3.2 Developing and organizing coherent and relevant units, lessons and learning tasks that build on students' prior knowledge, skills and interests and engage students in the work of the discipline.	• **Students** demonstrate knowledge of previous learning, make connection to current learning and predict new learning target. • **Teacher** <has> students reflect on prior learning and predict new learning.	• **Students** demonstrate knowledge of previous learning and connect it with current learning target. • **Teacher** <has> students reflect on prior learning.	• **Students** attend to reminders about previous learning. • **Teacher** reminds students of previous learning.	• There is no evidence of **students'** previous learning. • There is no evidence of **teacher's** connection to previous learning.

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Students demonstrate that they own the learning target	**2.2** Promoting engagement in and shared responsibility for the learning process and providing opportunities for students to initiate their own questions and inquiries. **3.6** Integrating learning activities that make real-world, career or global connections, and promote interdisciplinary connections whenever possible.	• **Students** create questions based on lesson task and learning target. • **Teacher** ties lesson target to the unit's Enduring Understanding & Essential Questions	• **Students** restate and demonstrate the learning target. • **Teacher** connects task clearly to the learning target.	• **Students** restate posted target. • **Teacher** has clearly posted learning target.	• There is no evidence of a learning target.
LESSON CONTENT, PRACTICE, AND HYPOTHESIS					
Students effectively interact with new knowledge					
Students understand and articulate the purpose/goal of what they are doing.	**4.3** Leading students to construct meaning through the use of active learning strategies such as purposeful discourse and/or inquiry-based learning **4.4** Varying the student and teacher roles in ways that develop independence and interdependence with gradual release of responsibility to students.	• **Students** work individually and collaboratively to analyze, question, and/or solve problems to extend their new learning. • **Teacher** employs instructional strategies that scaffold learning, generate curiosity about the concepts and skills, and lead students to ask and answer questions and explore different solutions to problems.	• **Students** work individually and collaboratively to discuss and apply skills and concepts to meet the learning target. • **Teacher** employs activities that scaffold learning and lead students to answer questions and solve problems.	• **Students** recall the learning target and state the purpose/goal for what they are doing. • **Teacher** facilitates activities that are focused on helping student achieve the learning target.	• There is no evidence that **students** understand or can articulate the purpose/goal of what they are doing • **Teacher** directs students through learning activities.
Practice and deepen their understanding of new knowledge					
Students conduct appropriately scaffolded, self-directed activities to fulfill the learning targets	3.5 ... 3.6 Integrating learning activities that make real-world, career or global connections, and promote interdisciplinary connections whenever possible.3.8 Designing strategic questions and opportunities that appropriately challenge students and actively engage them in exploring the content through strategies such as discourse and/or inquiry-based learning. 4.5 Using differentiated instruction and supplemental interventions to support students with learning difficulties, disabilities and/or particular gifts and talents.	• **All students** select learning activities and independently monitor their progress toward meeting the learning targets. • **Teacher** creates and implements learning activities and student self-monitoring processes that help them meet the learning targets.	• **Students** independently complete scaffolded activities that help them meet the learning targets. • **Teacher** designs and employs effective, differentiated instructional strategies to meet individual student needs, so that all students can meet the learning targets.	• **Most students** are independent in completing the learning activities; **Some students** rely on the teacher to complete activities that fulfill the learning targets. • **Teacher** presents instructional strategies that help some students meet the learning target.	• There is no evidence of **student** independence in completing learning activities. • There is no evidence of the **teacher** implementing instructional strategies that help students to be independent or self-directed in meeting the learning targets.

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Students produce evidence of utilizing some kind of strategy that they have been taught previously	3.6 Integrating learning activities that make real-world, career or global connections, and promote interdisciplinary connections whenever possible. 3.8 Designing strategic questions and opportunities that appropriately challenge students and actively engage them in exploring the content through strategies such as discourse and/or inquiry-based learning 4.1 Using a variety of evidence-based strategies to enable students to apply and construct new learning.	• **Students** demonstrate strategies and skills they are using from this lesson and previous lessons to meet the learning targets and make real-world, career or global connections. • **Teacher** integrates a variety of strategies and skills through instruction that lead students to choose what works best for them to construct new learning.	• **Students** use both current and previously taught strategies and skills to meet the learning targets. • **Teacher** integrates strategies and skills that have been previously taught with the skills and strategies he/she has taught and modeled in this lesson.	• **Students** are able to demonstrate strategies/skills that have been taught. • **Teacher** teaches a strategy/skill.	• **Some** students are able to demonstrate strategies/skills that have been taught. • **Teacher** states a strategy/skill.
Students use language and vocabulary reflective of the content, processes and strategies that they are learning	3.8 Designing strategic questions and opportunities that appropriately challenge students and actively engage them in exploring the content through strategies such as discourse and/or inquiry-based learning 3.9 Including strategies for teaching and supporting content area literacy skills and, when appropriate, numeracy skills. 4.3 Leading students to construct meaning through the use of active learning strategies such as purposeful discourse and/or inquiry-based learning	• **Students** extend their new learning of language that is reflective of the content/processes to real-world, career or global connections through independent learning activities. • **Teacher** generates students' curiosity by designing and posing strategic questions that challenge students by leading them to have purposeful discourse while exploring and using new vocabulary.	• **Students** use and provide examples of new language that is reflective of the content/processes they are learning. • **Teacher** implements instructional strategies that engage students in exploring new vocabulary that is reflective of the content, processes, and strategies they are learning	• **Students** sometimes use language reflective of the content they are being taught. • **Teacher** uses/provides descriptions of terms that are reflective of the content/processes being taught.	• There is no evidence of **students** using language that is reflective of the content/processes being taught. • **Teacher** introduces content-specific language through direct instruction.
Generate and Test Hypothesis					
Students self-assess to determine their progress towards meeting the learning target.	4.4 Varying the student and teacher roles in ways that develop independence and interdependence with the gradual release of responsibility to students. 4.6 Monitoring student learning and adjusting teaching during instruction in response to student performance and engagement in learning tasks 4.7 Providing meaningful, appropriate and specific feedback to students during instruction to improve their performance.	• **Students** self-assess in a variety of ways based on previously learned expectations, and set new goals based on their reflection from teacher feedback. • **Teacher** explains and models expectations, and provides feedback on student performance throughout the lesson.	• **Students** self-assess in one or more ways based on previously learned expectations. • **Teacher** explains and models expectations which may have been previously taught.	• Some **students** self-assess based on previously-learned expectations. • **Teacher** presents expectations for the lesson, and hands back corrected work to students during class.	• There is no evidence that **students** self-assess based on previously-learned expectations. • There is no evidence of the **teacher** providing clear expectations for the lesson or feedback to students on their performance.

Performance Categories	Common Core of Teaching	Performance Levels			
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Students utilize problem solving strategies as they apply their learning to new situations/contexts (Depth of Knowledge levels 3 and/or 4)	**3.8** Designing strategic questions and opportunities that appropriately challenge students and actively engage them in exploring the content through strategies such as discourse and/or inquiry-based learning **4.3** Leading students to construct meaning through the use of active learning strategies such as purposeful discourse and/or inquiry-based learning	• **Students** apply their learning to new situations and contexts by using various problem solving strategies (discourse, inquiry-based learning, etc.) • **Teacher** facilitates students' effective use of various problem solving strategies to construct meaning.	• **Students** are utilizing problem solving strategies in their work. • **Teacher** facilitates students' use of discourse and/or inquiry that leads them to construct meaning.	• Some **students** are utilizing problem solving strategies in their work. • **Teacher** introduces specific problem-solving strategies.	• There is no evidence that **students** are utilizing problem solving strategies. • There is no evidence that the **teacher** has introduced problem solving strategies.
Students challenge and hold each other accountable to achieving the learning target.	**3.5** Selecting or designing instructional strategies, resources and flexible grouping that provide opportunity for students to think critically and creatively, and solve problems **4.4** Varying the student and teacher roles in ways that develop independence and interdependence with gradual release of responsibility to students.	• **Students** challenge and help each other in meeting and exceeding the learning targets. • **Teacher** implements effective data-driven instructional strategies that are student-centered, student-selected, and cooperative.	• **Students** challenge and hold each other accountable to meeting the learning targets. • **Teacher** implements effective data-driven instructional strategies that are student-centered and cooperative.	• Some **students** challenge and hold each other accountable to meeting the learning targets. • **Teacher** implements instructional strategies that involve cooperative learning.	• There is no evidence that **students** challenge and hold each other accountable to meeting the learning targets. • **Teacher** employs direct instruction.
LESSON CLOSURE					
Students visibly represent their understanding of learning targets, enduring understandings, and essential questions	**5.1** Understanding the different purposes and types of assessment that capture the complexity of student learning across the hierarchy of cognitive skills (Depths of Knowledge) **5.2** Using and/or designing a variety of formative and summative assessments and criteria that directly align with the learning targets and value the diversity of ways in which students learn	• **Students** visibly represent their understanding of the learning targets in their work and begin making connections to the next steps in learning and/or other content areas. • **Teacher** implements an appropriate assessment that measures student success of the learning target and facilitates synthesis of new knowledge.	• **Students** visibly represent their understanding of the learning target in their work. • **Teacher** implements an appropriate assessment to measure students' achievement of the learning targets.	• Some **students** visibly represent their understanding of the lesson targets in their work. • **Teacher** attempts to implement an assessment that measures students' achievement of the intended learning targets.	• There is no evidence that **students** visibly represent their understanding and achievement of the learning targets. • There is no evidence of the **teacher** administering an assessment that measures the intended learning targets.