Knowing the Rubrics

DC

Focus Questions

- *What are some of the key words that distinguish the levels of performance for the rubrics associated with the Disciplinary Communication Frame?*
- *In what ways do the critical attributes help you understand the rubrics?*
- *How does the evidence you identified in the vignette compare to the evidence highlighted by our experts?*

Interpreting a rubric correctly requires knowing what each of its parts is for and how they work together to clarify expectations. This knowledge enables observers to distinguish levels of performance and provide accurate and meaningful feedback that will improve teaching and learning. In this chapter, in preparation for you scoring a vignette as a complete frame, we look more closely at each of the rubrics for the Disciplinary Communication Frame: the High-Impact Practice, the Cross-Cutting Practices, and the Foundational Practice.

Recognizing Levels of Performance

Disciplinary Communication at Different Levels of Enactment

Prompt: Read the levels of performance for the "Disciplinary Communication" rubric, and highlight the words that differentiate each level (no evidence to limited evidence, etc.). Refer to "Clarification of Terms" as needed to define specific words.

Clarification of Terms

- What constitutes "structuring" the quality and quantity of communication?
  - Structuring happens when the teacher provides instructional activities or opportunities that require students to produce original, oral and/or written disciplinary messages.
- What are "original disciplinary messages"?
  - Student-generated, oral or written products that contribute to and/or illustrate student understanding of the content of a lesson.
- What constitutes "strengthening" the quality and quantity of communication?
  - Strengthening happens when the teacher responds in ways that extend student ideas and/or enable students to further explain and specify their thinking.
- What constitutes "supported opportunities"?
  - Supported opportunities are ones in which the teacher provides help that enables students to move beyond their current level of development and/or to accomplish a task that they would not have been able to manage on their own.
- What constitutes "guided opportunities"
  - Guided opportunities are ones in which the teacher leads students through tasks that they are not able to manage on their own and intervenes at points of difficulty to increase the likelihood of student success.
- What are "texts"?
  - Texts are written, visual, audio, or multimedia messages that convey information or ideas.
- What are "text types"?
  - Text types refer to writing done for different purposes and different audiences. Examples from the Common Core Writing Standards include argumentative, informational/explanatory, and narrative.
- What does "fortify communication" mean?
  - Fortifying communication refers to students extending or refining disciplinary messages they have already produced.
- What makes an opportunity "structured for all students"?
  - "Structured for all" means opportunities have been intentionally designed to enable all of the students in the class to participate. Opportunities that are "structured for most" are differentiated but not intentionally targeted to the specific learning needs of all of the students in the class.

SOAR® High Impact Practices Literacy 3-12

Disciplinary Communication: Literacy 3-12

HIGH-IMPACT PRACTICE		• Provide multiple and supported opportunities for students to produce and fortify original disciplinary oral communication appropriate to task, purpose, and audience • Provide extended and supported opportunities for students to produce and fortify original disciplinary written communication appropriate to task, purpose, and audience
CROSS-CUTTING PRACTICES	Facilitating Acquisition of Academic Language	• Introduce and/or refer to the academic language demands of texts and tasks • Provide extended and supported opportunities for students to acquire and use the features of academic language
	Fostering Metacognition for Disciplinary Learning	• Visibly enact metacognitive processes and/or strategies students are expected to use in support of disciplinary learning • Deconstruct metacognitive processes and/or strategies that support disciplinary learning
	Monitoring and Guiding Disciplinary Learning	• Monitor learning and adjust instruction, supports, and disciplinary tasks to meet student needs • Provide written and/or oral feedback during lessons to promote disciplinary learning
FOUNDATIONAL PRACTICE	Designing Instruction for Disciplinary Thinking and Understanding	• Set disciplinary learning targets that are aligned with ELA/Literacy CCSS and the target high-impact practice • Structure and connect tasks that support the learning targets • Establish high expectations that support the learning targets and maintain the intellectual rigor of classroom activities and tasks

EPF Essential Practice Frames for teaching

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Disciplinary Communication at Different Levels of Enactment

	PROVIDES NO EVIDENCE	PROVIDES LIMITED EVIDENCE	PROVIDES ACCEPTABLE EVIDENCE	PROVIDES STRONG EVIDENCE
ELEMENT1 Provide multiple and supported opportunities for students to produce and fortify original disciplinary oral communication appropriate to task, purpose, and audience	Teacher does not provide opportunities for students to produce disciplinary oral communication.	Teacher provides limited and/or unsupported opportunities for students to produce disciplinary oral communication, and/or there are limited opportunities for original production.	Teacher provides supported opportunities for students to produce original disciplinary oral communication appropriate to task, purpose, and audience. These opportunities are structured to engage most students.	Teacher provides multiple and supported opportunities for students to produce and fortify original disciplinary oral communication appropriate to task, purpose, and audience. These opportunities are structured to engage all students.
ELEMENT 2 Provide extended and supported opportunities for students to produce and fortify original disciplinary written communication appropriate to task, purpose, and audience	Teacher does not provide opportunities for students to produce disciplinary written communication.	Teacher provides limited and/or unsupported opportunities for students to produce disciplinary written communication, and/or there are limited opportunities for original production.	Teacher provides supported opportunities for students to produce and fortify original disciplinary written communication appropriate to task, purpose, and audience. These opportunities are structured to engage most students.	Teacher provides extended and supported opportunities for students to produce and fortify original disciplinary written communication appropriate to task, purpose, and audience. These opportunities are structured to engage all students.

Facilitating Acquisition of Academic Language at Different Levels of Enactment

Prompt: Read the levels of performance for the "Facilitating Acquisition of Academic Language" rubric, and highlight the words that differentiate each level (no evidence to limited evidence, etc.). Refer to "Clarification of Terms" as needed to define specific words.

Clarification of Terms

- What constitutes "structuring" the acquisition of academic language?
  - Structuring happens when the teacher provides instructional activities or opportunities that require students to produce and use academic language.
- What constitutes "strengthening" the acquisition of academic language?
  - Strengthening happens when the teacher responds in ways that extend student understanding of academic language and/or enable students to further explain and specify their thinking using academic language.
- What are the "features of academic language"?
  - The features of academic language are vocabulary (e.g., using new words to build ideas or create products and choosing and using the best words and phrases to get the message across), syntax (e.g., crafting sentences to be clear and correct and using a variety of sentence types to clarify a message and combine ideas, phrases, and clauses), and discourse (e.g., combining all features to communicate, clarify, and negotiate meaning and creating a logical flow and connection between ideas). Language complexity increases as one moves from knowing and using words to knowing how messages are put together for particular purposes and audiences. Academic language should emphasize the construction of whole ideas and messages with multiple, connected sentences.
- What constitutes "supported opportunities"?
  - Supported opportunities are ones in which the teacher provides help that enables students to move beyond their current levels of development and/or to accomplish a task that they would not have been able to manage on their own.
- What constitutes "guided opportunities"?
  - Guided opportunities for discussion are structured to allow students sufficient time to build on others' ideas, express their own, and negotiate meaning.
- What constitutes "language demands"?
  - Language demands of a learning task include any of the receptive language skills (i.e., listening and reading) or the productive language skills (i.e., speaking and writing) needed by the student in order to engage in and complete the task successfully.
- What are "texts"?
  - Texts are written, visual, audio, or multimedia messages that convey information or ideas.

Facilitating Acquisition of Academic Language at Different Levels of Enactment

	PROVIDES NO EVIDENCE	PROVIDES LIMITED EVIDENCE	PROVIDES ACCEPTABLE EVIDENCE	PROVIDES STRONG EVIDENCE
ELEMENT 1 Introduce and/or refer to academic language demands of texts and tasks	Teacher does not introduce or refer to the academic language demands of texts or tasks.	Teacher introduces and/or refers to the academic language demands, but does not explain how the demands are connected to the disciplinary texts and/or tasks.	Teacher introduces and/or refers to the academic language demands, and explains how the demands are connected to the disciplinary texts and/or tasks. The explanation is structured to be accessible to most students.	Teacher introduces and/or refers to the academic language demands, and explains how the demands are connected to the disciplinary texts and/or tasks. The explanation is structured to be accessible to all students.
ELEMENT 2 Provide extended, guided, and supported opportunities for students to acquire and use the features of academic language	Teacher provides unsupported opportunities for students to acquire academic language.	Teacher provides supported opportunities for students to acquire and use academic language, but these opportunities only address vocabulary and/or syntax.	Teacher provides guided and supported opportunities for students to acquire and use academic language of the discourse feature, and these opportunities are structured to engage most students.	Teacher provides extended, guided and supported opportunities for students to acquire and use academic language of the discourse feature, and these opportunities are structured to engage all students.

[4]Academic language has three distinctive features: vocabulary, syntax, and discourse.

Fostering Metacognition for Disciplinary Learning at Different Levels of Enactment

Prompt: Read the levels of performance for the "Fostering Metacognition" rubric, and highlight the words that differentiate each level (no evidence to limited evidence, etc.). Refer to "Clarification of Terms" as needed to define specific words.

Clarification of Terms

- What constitutes "visibly enacts"?
  - The teacher makes transparent to students the metacognitive processes or strategies they are expected to use in support of disciplinary learning by modeling how to use them.
- What constitutes "metacognition"?
  - There are two aspects of metacognition: (1) reflection, or thinking about what we know, and (2) self-regulation, or managing how we go about learning. Taken together, these processes make up an important aspect of learning and development. Developing these metacognitive abilities is not simply about becoming a reflective learner but about acquiring specific learning strategies as well.
- What constitutes "deconstructs metacognitive processes and strategies"?
  - Deconstructing metacognitive processes and strategies involves the teacher decomposing or drawing attention to specific features of the processes and strategies and explaining how, why, and when to use them.

Fostering Metacognition for Disciplinary Learning at Different Levels of Enactment

	PROVIDES NO EVIDENCE	PROVIDES LIMITED EVIDENCE	PROVIDES ACCEPTABLE EVIDENCE	**PROVIDES STRONG EVIDENCE**
ELEMENT1 Visibly enact metacognitive processes and/or strategies students are expected to use in support of disciplinary learning	Teacher does not enact metacognitive processes and/or strategies students are expected to use in support of disciplinary learning.	Teacher partially enacts metacognitive processes and/or strategies students are expected to use, and/or it is not clear how these support disciplinary learning.	Teacher clearly and completely enacts metacognitive processes and/or strategies students are expected to use in support of disciplinary learning.	Teacher clearly and completely enacts metacognitive processes and/or strategies students are expected to use in support of disciplinary learning. Teacher overtly makes enactment visible to all students.
ELEMENT 2 Deconstruct metacognitive processes and/or strategies that support disciplinary learning	Teacher does not draw attention to metacognitive processes and/or strategies that support disciplinary learning.	Teacher draws attention to metacognitive processes and/or strategies that support disciplinary learning, but does not explain how, why, or when to use them.	Teacher deconstructs metacognitive processes and/or strategies that support disciplinary learning by explaining how, why, or when to use them.	Teacher deconstructs metacognitive processes and/or strategies that support disciplinary learning by explaining how, why, or when to use them. The deconstruction is structured to enable all students to use strategies independently.

Monitoring and Guiding Disciplinary Learning at Different Levels of Enactment

Prompt: Read the levels of performance for the "Monitoring and Guiding" rubric, and highlight the words that differentiate each level (no evidence to limited evidence, etc.).

Monitoring and Guiding Disciplinary Learning at Different Levels of Enactment

	PROVIDES NO EVIDENCE	PROVIDES LIMITED EVIDENCE	PROVIDES ACCEPTABLE EVIDENCE	**PROVIDES STRONG EVIDENCE**
ELEMENT1 Monitor learning and adjust instruction, supports, and disciplinary tasks to meet student needs	Teacher does not monitor student learning.	Teacher monitors student learning but does not adjust instruction or disciplinary tasks as needed to meet student needs.	Teacher monitors student learning and adjusts instruction, supports, and/or disciplinary tasks as needed to meet the needs of most students.	Teacher monitors student learning throughout instruction and adjusts instruction, supports, and/or disciplinary tasks as needed to meet the needs of all students.
ELEMENT 2 Provide written and/or oral feedback during lessons to promote disciplinary learning	Teacher does not provide feedback during lessons or provides only evaluative feedback.	Teacher provides feedback that is vague and/or nonspecific.	Teacher provides constructive feedback during lessons. Suggestions for how to improve disciplinary learning are specific and substantive.	Teacher provides constructive feedback during lessons. Suggestions for how to improve disciplinary learning are specific and substantive. Feedback is constructed to meet the specific needs of all students.

*Feedback may include asking probing questions and the involvement of students in providing feedback.

Designing Instruction for Disciplinary Thinking and Understanding at Different Levels of Enactment

Prompt: Read the levels of performance for the "Designing Instruction" rubric and highlight the words that differentiate each level (no evidence to limited evidence, etc.). Refer to "Clarification of Terms" as needed to define specific words.

Clarification of Terms

- What constitutes "learning targets"?
  - Learning targets are short-term goals or statements that clearly state what the teacher expects students to know and be able to do at the end of the lesson.
- What constitutes "intellectual rigor"?
  - An intellectually rigorous activity or cognitively demanding activity is one that helps all students deeply understand complex ideas and difficult concepts so they can solve problems and transfer their knowledge to new situations and expand their understanding of how the world works. It is about increasing the complexity of thinking by applying, analyzing, evaluating, and creating.

Designing Instruction for Disciplinary Thinking and Understanding at Different Levels of Enactment

	PROVIDES NO EVIDENCE	PROVIDES LIMITED EVIDENCE	PROVIDES ACCEPTABLE EVIDENCE	PROVIDES STRONG EVIDENCE
ELEMENT 1 Set disciplinary learning targets that are aligned with ELA/Literacy CCSS and the target high-impact practice	Learning targets are not apparent and/or do not align with the ELA/ Literacy CCSS.	Learning targets are apparent and align with ELA/Literacy CCSS, but do not support the target high-impact practice.	Learning targets are apparent, align with ELA/Literacy CCSS, and support the target high-impact practice.	Learning targets are apparent, align with ELA/Literacy CCSS, and support the target high-impact practice. Teacher strategically attends to the learning targets during the lesson.
ELEMENT 2 Structure and connect tasks that support the learning targets	Teacher structures tasks that do not support learning targets.	Teacher structures discrete tasks that support learning targets, but the tasks do not work in conjunction with one another.	Teacher structures tasks that support the learning targets. The tasks work in conjunction with one another.	Teacher structures tasks that support the learning targets, and the tasks work in conjunction with one another. The teacher makes explicit to students how tasks are connected to each other and to the learning targets.
ELEMENT 3 Establish high expectations that support the learning targets and maintain the intellectual rigor of classroom activities and tasks	Teacher does not establish high expectations.	Teacher establishes high expectations, but designs activities and tasks that are almost entirely rote or routine.	Teacher establishes high expectations, and designs activities and tasks that are intellectually rigorous. These tasks are structured to enable most students to meet these expectations.	Teacher establishes high expectations and designs activities and tasks that are intellectually rigorous. These activities and tasks are structured to enable all students to meet these expectations.

Identifying Evidence in a Vignette

Prompt: Read **either** the kindergarten or fifth grade vignette below, looking for evidence of each element of each practice in the Disciplinary Communication Frame. Record your evidence on a sheet of paper, and then assign a level for each element within the frame. When you have finished, compare your evidence to that in appendix C on pages 79–81 or 91–93. We have also provided highlighted versions of the vignettes to illustrate where the evidence for each practice is situated within each vignette as a whole. (See appendix C, pages 82–90 or 94–106.)

Step into the Classroom: Kindergarten Vignette

Mr. Jimenez's kindergarten class is beginning their month long inquiry unit on butterflies and their observation of the life cycle of the Painted Lady Butterfly. The standards he is addressing are:

- K.RL.10. Activate prior knowledge related to the information and events in texts.
- K.W.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- K.W.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- K.SL. 5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.

Mr. Jimenez's class is very comfortable having whole class and peer-to-peer discussions. He has spent time teaching his students norms of interactions: to stay on topic, take turns, and face each other when talking.

Mr. Jimenez has read books on butterflies and caterpillars and shared video clips with his students over the past week to build background knowledge. They have discussed the difference between fiction and informational text. On the wall is an anchor chart, *I notice…, I wonder…, I observed…*, that prompts students in their discussion of the topic. He has written some of their recurring responses on the white board to guide their inquiry. He has also created a pictorial word wall of content words (e.g., egg, larva, pupa, adult, metamorphosis) for students to access as necessary and has placed books in a literacy station for students to look at, reread, and discuss.

At the writing literacy station, he asks his students to draw and write in response to the prompt "What do you wonder about a butterfly?" Once students have created their "wondering," he explains to them that they are going to walk around with their ***interview grid*** to make their thinking stronger and clearer by interviewing three other students about their wonderings using their drawings as prompts. He models this as a think aloud. "I have my 'wondering' and my interview grid. I walk up to a student and say 'Hi. What is your wondering?' I will look Jose in the eyes and face him. Jose will show me his drawing and explain it to me. I will write his name on my interview grid. He will then ask me 'What is your wondering?' I will show him my drawing and explain my wondering to him. He will write my name on his interview grid. I will say thank you. He will say thank you. We both will walk to the next table and find new partners. So how many names will you have on your interview grid? Three." Mr. Jimenez walks around monitoring his students. He tells one student what a great job he is doing explaining his wondering to his peer. He walks up to another student and reminds her to look at her partner when she is talking.

To begin their observation of the life cycle of the butterfly, he creates a class ***3-2-1 Bridge***. He asks students to turn and talk knee-to-knee about their ideas on what they will be observing. He calls on some students to share their ideas and checks to see if the class agrees with the idea. If so, he writes it on their chart. He then asks students to turn to a new partner and share some questions they hope will be answered. He repeats the same procedure. He then asks the students to think for a minute and talk about how to complete this sentence, "*A butterfly is like a….*" He calls on some students. He is impressed at his students' depth of thinking and compliments them on it. The class will revisit their ***3-2-1 Bridge*** throughout the unit and will complete the right side at the end.

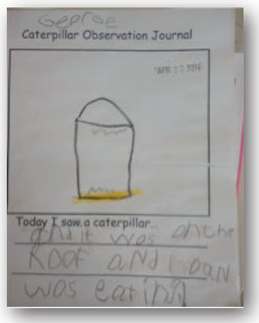
On another day, Mr. Jimenez reads Eric Carle's The Very Hungry Caterpillar to his class. He uses this book and a pocket chart to reinforce the days of the week, counting, retelling, writing, and sequencing. He also connects it to their unit of study by reemphasizing the life cycle by having students act out the stages of the life cycle (e.g., egg-be a ball, caterpillar-wiggle all around).

Figure 4

He then has them cut and paste the four stages of the life cycle on sheets of paper. (See figure 4.) He has two different levels so he can differentiate this activity. Next he has them retell the cycle to their partners using the prompts, *first, second, third, and finally*. He walks around listening to the students and prompts them when necessary.

Mr. Jimenez strategically assigns students to a stage of the life cycle and has them create an ***I Am Monologue*** using sentence strips and word banks for those students who need them. *I am the ___ stage of the life cycle of the butterfly. Describe it. I am the ____*. He models this for the students by saying, "I am the third stage of the life cycle of the butterfly. I am mostly brown and green. I am the pupa." After the students write their ***I Am Monologue,*** they practice with their partners. Then they walk around the room and share with three more students who have different stages then them. Finally, he asks a student volunteer for each stage to come to the front of the room and give the description of their stage without saying what it is. The class guesses which stage they are.

Figure 5



Mr. Jimenez has students participate in two additional writing activities during the unit. Students periodically record their observations in a journal (see figure 5) and brainstorm words that are associated with this unit that represent different letters of the alphabet. They write the words on sticky notes, discuss them as a class, and place them on the ***A-Z bulletin board***.

To conclude the unit, students return to the **3-2-1 Bridge** to complete the other side and reflect on their learning.

Step into the Classroom: Fifth Grade Vignette

Ms. O'Meara's fifth grade class is learning about argument writing and how authors use evidence and reasoning to support their point of view. Ms. O'Meara's class is preparing to answer the focal question: Should there be zoos?

Ms. O'Meara points to and reads the learning targets that are on the board to remind students of the unit's focus.

- 5.IT.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- 5.IT.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- 5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- 5.SL.5 Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

As an introduction to the unit, Ms. O'Meara asks her students to think about the question, Should there be zoos? She creates a continuum on chart paper that ranges from strongly agree to strongly disagree. Then she has students write their names on sticky notes and place them at the appropriate points on the continuum.

Ms. O'Meara has provided the students with a number of articles from Should There Be Zoos? A Persuasive Text by Tony Stead that they will use as mentor texts. She has explained that in an argumentative essay the writer needs to make a claim and support it with reasons and information. To help students understand when and why to write argumentative essays, she explains that they are written on a debatable topic and the writer uses facts and reasoning to convince the reader. Some topics could be about current events such as, 'Do social media encourage bullying?' or 'Do teachers assign too much homework?' By explaining when and why these essays are used, Ms. O'Meara begins to deconstruct the approach, which will enable students to work more independently on this assignment.

Students have been given a T-chart to use as they read the articles. (See appendix B page XX.) At the top, they mark if the article is for or against zoos. One side is labeled *Reasons* and the other is labeled *Examples* to record the evidence in support of the author's point of view presented in the articles. For the first article, Ms. O'Meara does a think aloud demonstrating how to find the reasons and examples in the text, while recording them on the white board. She gradually releases responsibility by asking students to turn to their partner and discuss the next paragraph, pulling out the reasons and examples. She continues this process until the entire article has been completed. Students will continue the process of filling out their own T-charts based on the other articles the next day.

After the students have read their articles and completed the T-chart, the teacher asks students to write their own opinion and support it with reasons and information. When they have completed that, she distributes an interview grid with prompts and responses as support for their interview. She explains that they will go around the room and interview four of their peers regarding their opinions, reasons, and evidence. She demonstrates a model and non-model of what an interview would sound and look like when using their interview grid.

During this time, Ms. O'Meara circulates around the room and uses the opportunity to provide feedback to her students. She reminds the students to use their interview prompts and responses when necessary (e.g., *What is your opinion? Can you elaborate with an example from the text? How does the evidence support your claim? What's your reasoning?*). Based upon what she heard, Ms. O'Meara takes time to reinforce the key part of their argument, giving reasons for why the evidence supports their claim. She models this by writing and thinking aloud. "Ok, I think there should be zoos. So that is my claim. I need to use examples that support that claim. I can look back and use any from the text we read or what I heard my peers say when I interviewed them. Let's think about the reason. Why should there be zoos? What's my reasoning? Turn and talk with your neighbor."

She calls on a student who says, "I think there should be zoos because the animals are dying in the wild and becoming endangered or extinct."

"Great! What is the evidence? Turn and talk with your partner." Students talk and she records some responses on the white board. Now she asks students to complete a *post-interview grid* writing activity in which they revise their original claim, evidence and reasoning.

Ms. O'Meara begins the day's lesson by creating an anchor chart with the students on ways they can develop their leads (quote, question, statistic, anecdote) and use of transition words (first, second, lastly,), words for adding information (for example, in addition, let's not forget), and words to emphasize a point (As I mentioned, For this reason, Surprisingly). Students work on their essays and read the drafts to their peers. Peers respond by using the language of the rubric. After students revise their drafts, they take their final essay and create a poster board to illustrate their evidence and reasoning. They present their poster boards to students in the fourth grade.

Gathering Evidence

Gathering evidence in observations is useful to help you more deeply understand the practices so you can implement them in your classroom. It is also important for providing feedback to your peers on their practice. **Effective** feedback is specific and practical, and it focuses on improvement. Feedback needs to help teachers understand not just their current levels of practice but also how to elevate them. Remember that evidence is what you see, hear, or read and not your interpretation or opinion. It is important to refrain from making interpretative statements when using evidence to provide feedback to peers. Using the evidence you recorded as you read the vignette, answer the following questions:

- What specific feedback would you give the teacher to foster growth and elevate his or her practice? Pay attention to the language of the elements and rubrics.
- In what ways could the rubric be used as a shared vision for professional growth?

Conclusion

Equipping observers to provide accurate and meaningful feedback through rich conversation is essential for improving teaching and learning. In this chapter, we have guided you through a process for building the knowledge and skills necessary to accurately and reliably collect evidence that forms the basis for effective feedback. This type of feedback helps teachers understand not just their current levels of practice but also how to elevate them.

Kindergarten Vignette: Designing Instruction for Disciplinary Thinking and Understanding—Evidence and Score

Mr. Jimenez's kindergarten class is beginning their month long inquiry unit on butterflies and their observation of the life cycle of the Painted Lady Butterfly. The standards he is addressing are:

- K.RL.10. Activate prior knowledge related to the information and events in texts.
- K.W.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- K.W.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- K.SL. 5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive. [E1]

Mr. Jimenez's class is very comfortable having whole class and peer-to-peer discussions. He has spent time teaching his students norms of interactions: to stay on topic, take turns, and face each other when talking.

Mr. Jimenez has read books on butterflies and caterpillars and shared video clips with his students over the past week to build background knowledge. [E2] They have discussed the difference between fiction and informational text. [E3] On the wall is an anchor chart, *I notice…, I wonder…, I observed…*, that prompts students in their discussion of the topic. He has written some of their recurring responses on the white board to guide their inquiry. He has also created a pictorial word wall of content words [E2] (e.g., egg, larva, pupa, adult, metamorphosis) for students to access as necessary [E3] and has placed books in a literacy station for students to look at, reread, and discuss. [E1]

At the writing literacy station, he asks his students to draw and write in response to the prompt "What do you wonder about a butterfly?" [E3] Once students have created their "wondering," he explains to them that they are going to walk around with their ***interview grid*** to make their thinking stronger and clearer by interviewing three other students about their wonderings using their drawings as prompts. He models this as a think aloud. "I have my 'wondering' and my interview grid. I walk up to a student and say 'Hi. What is your wondering?' I will look Jose in the eyes and face him. Jose will show me his drawing and explain it to me. I will write his name on my interview grid. He will then ask me 'What is your wondering?' I will show him my drawing and explain my wondering to him. He will write my name on his interview grid. I will say thank you. He will say thank you. We both will walk to the next table and find new partners. So how many names will you have on your interview grid? Three." Mr. Jimenez walks around monitoring his students. He tells one student what a great job he is doing explaining his wondering to his peer. He walks up to another student and reminds her to look at her partner when she is talking.

To begin their observation of the life cycle of the butterfly, he creates a class ***3-2-1 Bridge***. He asks students to turn and talk knee-to-knee about their ideas on what they will be observing. He calls on some students to share their ideas and checks to see if the class agrees with the idea. If so, he writes it on their chart. He then asks students to turn to a new partner and share some questions they hope will be answered. He repeats the same procedure. He then asks the students to think for a minute and talk about how to complete this sentence, "*A butterfly is like a….*" [E3] He calls on some students. He is impressed at his students' depth of thinking and compliments them on it. The class will revisit their ***3-2-1 Bridge*** throughout the unit and will complete the right side at the end. [E2]

On another day, Mr. Jimenez reads Eric Carle's The Very Hungry Caterpillar [E1] to his class. He uses this book and a pocket chart to reinforce the days of the week, counting, retelling, writing, and sequencing. He also connects it to their unit of study by reemphasizing the life cycle by having students act out the stages of the life cycle [E2] (e.g., egg-be a ball, caterpillar-wiggle all around).

He then has them cut and paste the four stages of the life cycle on sheets of paper. He has two different levels so he can differentiate this activity. Next he has them retell the cycle to their partners using the prompts, *first, second, third, and finally*. [E3] He walks around listening to the students and prompts them when necessary.

Mr. Jimenez strategically assigns students to a stage of the life cycle and has them create an ***I Am Monologue*** using sentence strips and word banks for those students who need them. *I am the ___ stage of the life cycle of the butterfly. Describe it. I am the ____*. He models this for the students by saying, "I am the third stage of the life cycle of the butterfly. I am mostly brown and green. I am the pupa." After the students write their ***I Am Monologue,*** they practice with their partners. Then they walk around the room and share with three more students who have different stages then them. Finally, he asks a student volunteer for each stage to come to the front of the room and give the description of their stage without saying what it is. The class guesses which stage they are.

Mr. Jimenez has students participate in two additional writing activities during the unit. Students periodically record their observations in a journal [E3] and brainstorm words that are associated with this unit that represent different letters of the alphabet. They write the words on sticky notes, discuss them as a class, and place them on the ***A-Z bulletin board***.

To conclude the unit, students return to the 3-2-1 Bridge [E2] to complete the other side and reflect on their learning by completing the Bridge portion of the graphic organizer.

ELEMENT 1 Set disciplinary learning targets that are aligned with ELA/Literacy CCSS and the target High-Impact Practice.	PROVIDES STRONG EVIDENCE Learning targets are apparent, align with ELA/Literacy CCSS, and support the target High-Impact Practice. Teacher strategically attends to the learning target during the lesson.
ELEMENT 2 Structure and connect tasks that support the learning target.	PROVIDES STRONG EVIDENCE Teacher structures tasks that support the learning targets, and the tasks work in conjunction with one another. The teacher makes explicit to students how tasks are connected to one another and to the learning targets.

ELEMENT 3
Establish high expectations that support the learning targets and maintain the

PROVIDES STRONG EVIDENCE
Teacher establishes high expectations and intellectual rigor of classroom activities and tasks.designs activities and tasks that are intellectually rigorous. These activities and tasks are structured to enable all students to meet these expectations.

Fifth Grade Vignette: Disciplinary Communication—Evidence and Score

Elementary Vignette: Disciplinary Communication—Evidence and Score

Ms. O'Meara's fifth grade class is learning about argument writing and how authors use evidence and reasoning to support their point of view. Ms. O'Meara's class is preparing to answer the focal question: Should there be zoos?

Ms. O'Meara points to and reads the learning targets that are on the board to remind students of the unit's focus.

- 5.IT.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- 5.IT.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- 5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- 5.SL.5 Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

As an introduction to the unit, Ms. O'Meara asks her students to think about the question, Should there be zoos? She creates a continuum on chart paper that ranges from strongly agree to strongly disagree. Then she has students write their names on sticky notes and place them at the appropriate points on the continuum. [E2]

Ms. O'Meara has provided the students with a number of articles from Should There Be Zoos? A Persuasive Text by Tony Stead that they will use as mentor texts. She has explained that in an argumentative essay the writer needs to make a claim and support it with reasons and information. To help students understand when and why to write argumentative essays, she explains that they are written on a debatable topic and the writer uses facts and reasoning to convince the reader. Some topics could be about current events such as, 'Do social media encourage bullying?' or 'Do teachers assign too much homework?' By explaining when and why these essays are used, Ms. O'Meara begins to deconstruct the approach, which will enable students to work more independently on this assignment.

Students have been given a T-chart to use as they read the articles. (See appendix B page XX.) At the top, they mark if the article is for or against zoos. One side is labeled *Reasons* and the other is labeled *Examples* to record the evidence in support of the author's point of view presented in the articles. For the first article, Ms. O'Meara does a think aloud demonstrating how to find the reasons and examples in the text, while recording them on the white board. She gradually releases responsibility by asking students to turn to their partner and discuss the next paragraph, [E1] pulling out the reasons and examples. She continues this process until the entire article has been completed. Students will continue the process of filling out their own T-charts [E2] based on the other articles the next day.

After the students have read their articles and completed the T-chart, the teacher asks students to write their own opinion and support it with reasons and information. [E2] When they have completed that, she distributes an

interview grid with prompts and responses as support for their interview. [E1] She explains that they will go around the room and interview four of their peers regarding their opinions, reasons, and evidence. [E1] She demonstrates a model and non-model of what an interview would sound and look like when using their interview grid.

During this time, Ms. O'Meara circulates around the room and uses the opportunity to provide feedback to her students. She reminds the students to use their interview prompts and responses when necessary (e.g., *What is your opinion? Can you elaborate with an example from the text? How does the evidence support your claim? What's your reasoning?*). Based upon what she heard, Ms. O'Meara takes time to reinforce the key part of their argument, giving reasons for why the evidence supports their claim. She models this by writing and thinking aloud. "Ok, I think there should be zoos. So that is my claim. I need to use examples that support that claim. I can look back and use any from the text we read or what I heard my peers say when I interviewed them. Let's think about the reason. Why should there be zoos? What's my reasoning? Turn and talk with your neighbor."

She calls on a student who says, "I think there should be zoos because the animals are dying in the wild and becoming endangered or extinct." [E1]

"Great! What is the evidence? Turn and talk with your partner." [E1] Students talk and she records some responses on the white board. Now she asks students to complete a *post-interview grid* writing activity in which they revise their original claim, evidence and reasoning. [E1]

Ms. O'Meara begins the day's lesson by creating an anchor chart with the students on ways they can develop their leads (quote, question, statistic, anecdote) and use of transition words (first, second, lastly,), words for adding information (for example, in addition, let's not forget), and words to emphasize a point (As I mentioned, For this reason, Surprisingly). Students work on their essays and read the drafts to their peers. [E2] Peers respond by using the language of the rubric. After students revise their drafts, [E2] they take their final essay and create a poster board to illustrate their evidence and reasoning. [E2] They present their poster boards to students in the fourth grade. [E1]

ELEMENT 1 Provide multiple and supported opportunities for students to produce and fortify original disciplinary oral communication appropriate to task, purpose, and audience	PROVIDES STRONG EVIDENCE Teacher provides multiple and supported opportunities for students to produce and fortify original disciplinary oral communication appropriate to task, purpose, and audience. These opportunities are structured to engage all students.
ELEMENT 2 Provide extended and supported opportunities for students to produce and fortify original disciplinary written communication appropriate to task, purpose, and audience	PROVIDES STRONG EVIDENCE Teacher provides extended and supported opportunities for students to produce and fortify original disciplinary written communication appropriate to task, purpose, and audience. These opportunities are structured to engage all students.

Elementary Vignette: Facilitating Acquisition of Academic Language—Evidence and Score

Ms. O'Meara's fifth grade class is learning about argument writing and how authors use evidence and reasoning to support their point of view. [E2] Ms. O'Meara's class is preparing to answer the focal question: Should there be zoos?

Ms. O'Meara points to and reads the learning targets that are on the board to remind students of the unit's focus.

- 5.IT.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- 5.IT.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- 5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- 5.SL.5 Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

As an introduction to the unit, Ms. O'Meara asks her students to think about the question, Should there be zoos? She creates a continuum on chart paper that ranges from strongly agree to strongly disagree. Then she has students write their names on sticky notes and place them at the appropriate points on the continuum.

Ms. O'Meara has provided the students with a number of articles from Should There Be Zoos? A Persuasive Text by Tony Stead that they will use as mentor texts. [E1&2] She has explained that in an argumentative essay the writer needs to make a claim and support it with reasons and information. [E2] To help students understand when and why to write argumentative essays, she explains that they are written on a debatable topic and the writer uses facts and reasoning to convince the reader. Some topics could be about current events such as, 'Do social media encourage bullying?' or 'Do teachers assign too much homework?' By explaining when and why these essays are used, Ms. O'Meara begins to deconstruct the approach, which will enable students to work more independently on this assignment.

Students have been given a T-chart to use as they read the articles. (See appendix B page XX.) At the top, they mark if the article is for or against zoos. One side is labeled *Reasons* and the other is labeled *Examples* to record the evidence in support of the author's point of view presented in the articles. For the first article, Ms. O'Meara does a think aloud demonstrating how to find the reasons and examples in the text, while recording them on the white board. She gradually releases responsibility by asking students to turn to their partner and discuss the next paragraph, pulling out the reasons and examples. She continues this process until the entire article has been completed. Students will continue the process of filling out their own T-charts based on the other articles the next day.

After the students have read their articles and completed the T-chart, the teacher asks students to write their own opinion and support it with reasons and information. When they have completed that, she distributes an interview grid with prompts and responses as support for their interview. She explains that they will go around the room and interview four of their peers regarding their opinions, reasons, and evidence. She demonstrates a model and non-model of what an interview would sound and look like when using their interview grid.

During this time, Ms. O'Meara circulates around the room and uses the opportunity to provide feedback to her students. She reminds the students to use their interview prompts and responses when necessary (e.g., *What is your opinion? Can you elaborate with an example from the text? How does the evidence support your claim? What's your reasoning?*). Based upon what she heard, Ms. O'Meara takes time to reinforce the key part of their argument, giving reasons for why the evidence supports their claim. She models this by writing and thinking aloud. "Ok, I think there should be zoos. So that is my claim. I need to use examples that support that claim. I can look back and use any from the text we read or what I heard my peers say when I interviewed them. Let's think about the reason. Why should there be zoos? What's my reasoning? Turn and talk with your neighbor."

She calls on a student who says, "I think there should be zoos because the animals are dying in the wild and becoming endangered or extinct."

"Great! What is the evidence? Turn and talk with your partner." Students talk and she records some responses on the white board. Now she asks students to complete a *post-interview grid* writing activity in which they revise their original claim, evidence and reasoning.

Ms. O'Meara begins the day's lesson by creating an anchor chart with the students on ways they can develop their leads (quote, question, statistic, anecdote) and use of transition words (first, second, lastly,), words for adding information (for example, in addition, let's not forget), and words to emphasize a point (As I mentioned, For this reason, Surprisingly). E1&2 Students work on their essays and read the drafts to their peers. Peers respond by using the language of the rubric. After students revise their drafts, they take their final essay and create a poster board to illustrate their evidence and reasoning. They present their poster boards to students in the fourth grade.

ELEMENT 1 Introduce and/or refer to the academic demands, and language demands of text and tasks	PROVIDES ACCEPTABLE EVIDENCE Teacher introduces or refers to the academic language explains how the demands are connected to the disciplinary texts and /or tasks. The explanation is structured to be accessible to most students.
ELEMENT 2 Provide extended and supported students opportunities for students to acquire and use the features of academic language students.	PROVIDES ACCEPTABLE EVIDENCE Teacher provides extended and supported opportunities for to acquire and use academic language of the discourse feature, and these opportunities are structured to engage most

Elementary Vignette: Fostering Metacognition for Disciplinary Learning—Evidence and Score

Ms. O'Meara's fifth grade class is learning about argument writing and how authors use evidence and reasoning to support their point of view. Ms. O'Meara's class is preparing to answer the focal question: Should there be zoos?

Ms. O'Meara points to and reads the learning targets that are on the board to remind students of the unit's focus.

- 5.IT.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- 5.IT.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- 5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- 5.SL.5 Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

As an introduction to the unit, Ms. O'Meara asks her students to think about the question, Should there be zoos? She creates a continuum on chart paper that ranges from strongly agree to strongly disagree. Then she has students write their names on sticky notes and place them at the appropriate points on the continuum.

Ms. O'Meara has provided the students with a number of articles from Should There Be Zoos? A Persuasive Text by Tony Stead that they will use as mentor texts. She has explained that in an argumentative essay the writer needs to make a claim and support it with reasons and information. To help students understand when and why to write argumentative essays, she explains that they are written on a debatable topic and the writer uses facts and reasoning to convince the reader. Some topics could be about current events such as, 'Do social media encourage bullying?' or 'Do teachers assign too much homework?' By explaining when and why these essays are used, Ms. O'Meara begins to deconstruct the approach, which will enable students to work more independently on this assignment. E2

Students have been given a T-chart to use as they read the articles. (See appendix B page XX.) At the top, they mark if the article is for or against zoos. One side is labeled *Reasons* and the other is labeled *Examples* to record the evidence in support of the author's point of view presented in the articles. For the first article, Ms. O'Meara does a think aloud demonstrating how to find the reasons and examples in the text, while recording them on the white board. She gradually releases responsibility by asking students to turn to their partner and discuss the next paragraph, pulling out the reasons and examples. She continues this process until the entire article has been completed. Students will continue the process of filling out their own T-charts based on the other articles the next day.

After the students have read their articles and completed the T-chart, the teacher asks students to write their own opinion and support it with reasons and information. When they have completed that, she distributes an interview grid with prompts and responses as support for their interview. She explains that they will go around the room and interview four of their peers regarding their opinions, reasons, and evidence. She demonstrates a model and non-model of what an interview would sound and look like when using their interview grid. E1

During this time, Ms. O'Meara circulates around the room and uses the opportunity to provide feedback to her students. She reminds the students to use their interview prompts and responses when necessary (e.g., *What is your opinion? Can you elaborate with an example from the text? How does the evidence support your claim?*

What's your reasoning?). Based upon what she heard, Ms. O'Meara takes time to reinforce the key part of their argument, giving reasons for why the evidence supports their claim. She models this by writing and thinking aloud. "Ok, I think there should be zoos. So that is my claim. I need to use examples that support that claim. I can look back and use any from the text we read or what I heard my peers say when I interviewed them. Let's think about the reason. Why should there be zoos? What's my reasoning? Turn and talk with your neighbor." E1

She calls on a student who says, "I think there should be zoos because the animals are dying in the wild and becoming endangered or extinct."

"Great! What is the evidence? Turn and talk with your partner." Students talk and she records some responses on the white board. Now she asks students to complete a *post-interview grid* writing activity in which they revise their original claim, evidence and reasoning.

Ms. O'Meara begins the day's lesson by creating an anchor chart with the students on ways they can develop their leads (quote, question, statistic, anecdote) and use of transition words (first, second, lastly,), words for adding information (for example, in addition, let's not forget), and words to emphasize a point (As I mentioned, For this reason, Surprisingly). Students work on their essays and read the drafts to their peers. Peers respond by using the language of the rubric. After students revise their drafts, they take their final essay and create a poster board to illustrate their evidence and reasoning. They present their poster boards to students in the fourth grade.

ELEMENT 1 Visibly enact metacognitive processes and/or strategies students are expected to use in support of disciplinary learning	PROVIDES ACCEPTABLE EVIDENCE Teacher clearly and completely enacts metacognitive processes and/or strategies students are expected to use in support of disciplinary learning.
ELEMENT 2 Deconstruct metacognitive processes and/or strategies that support disciplinary learning	PROVIDES ACCEPTABLE EVIDENCE Teacher draws deconstructs metacognitive processes and/or strategies that support disciplinary learning, by explaining how, why or when to use them.

Elementary Vignette: Monitoring and Guiding Disciplinary Learning—Evidence and Score

Ms. O'Meara's fifth grade class is learning about argument writing and how authors use evidence and reasoning to support their point of view. Ms. O'Meara's class is preparing to answer the focal question: Should there be zoos?

Ms. O'Meara points to and reads the learning targets that are on the board to remind students of the unit's focus.

- 5.IT.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- 5.IT.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- 5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- 5.SL.5 Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

As an introduction to the unit, Ms. O'Meara asks her students to think about the question, Should there be zoos? She creates a continuum on chart paper that ranges from strongly agree to strongly disagree. Then she has students write their names on sticky notes and place them at the appropriate points on the continuum.

Ms. O'Meara has provided the students with a number of articles from Should There Be Zoos? A Persuasive Text by Tony Stead that they will use as mentor texts. She has explained that in an argumentative essay the writer needs to make a claim and support it with reasons and information. To help students understand when and why to write argumentative essays, she explains that they are written on a debatable topic and the writer uses facts and reasoning to convince the reader. Some topics could be about current events such as, 'Do social media encourage bullying?' or 'Do teachers assign too much homework?' By explaining when and why these essays are used, Ms. O'Meara begins to deconstruct the approach, which will enable students to work more independently on this assignment.

Students have been given a T-chart to use as they read the articles. (See appendix B page XX.) At the top, they mark if the article is for or against zoos. One side is labeled *Reasons* and the other is labeled *Examples* to record the evidence in support of the author's point of view presented in the articles. For the first article, Ms. O'Meara does a think aloud demonstrating how to find the reasons and examples in the text, while recording them on the white board. She gradually releases responsibility by asking students to turn to their partner and discuss the next paragraph, pulling out the reasons and examples. She continues this process until the entire article has been completed. Students will continue the process of filling out their own T-charts based on the other articles the next day.

After the students have read their articles and completed the T-chart, the teacher asks students to write their own opinion and support it with reasons and information. When they have completed that, she distributes an interview grid with prompts and responses as support for their interview. She explains that they will go around the room and interview four of their peers regarding their opinions, reasons, and evidence. She demonstrates a model and non-model of what an interview would sound and look like when using their interview grid.

During this time, Ms. O'Meara circulates around the room E1 and uses the opportunity to provide feedback to her students. She reminds the students to use their interview prompts and responses when necessary (e.g., *What is your opinion? Can you elaborate with an example from the text? How does the evidence support your claim? What's your reasoning?*). E2 Based upon what she heard, Ms. O'Meara takes time to reinforce the key part of their argument, giving reasons for why the evidence supports their claim. E1&2 She models this by writing and thinking aloud. "Ok, I think there should be zoos. So that is my claim. I need to use examples that support that claim. I can look back and use any from the text we read or what I heard my peers say when I interviewed them. Let's think about the reason. Why should there be zoos? What's my reasoning? Turn and talk with your neighbor."

She calls on a student who says, "I think there should be zoos because the animals are dying in the wild and becoming endangered or extinct."

"Great! What is the evidence? Turn and talk with your partner." Students talk and she records some responses on the white board. Now she asks students to complete a *post-interview grid* writing activity in which they revise their original claim, evidence and reasoning.

Ms. O'Meara begins the day's lesson by creating an anchor chart with the students on ways they can develop their leads (quote, question, statistic, anecdote) and use of transition words (first, second, lastly,), words for adding information (for example, in addition, let's not forget), and words to emphasize a point (As I mentioned, For this reason, Surprisingly). Students work on their essays and read the drafts to their peers. Peers respond by using the language of the rubric. After students revise their drafts, they take their final essay and create a poster board to illustrate their evidence and reasoning. They present their poster boards to students in the fourth grade.

ELEMENT 1 Monitor learning and adjust instruction, supports, and	PROVIDES ACCEPTABLE EVIDENCE Teacher monitors student learning throughout instruction and adjusts instruction, supports, and/or disciplinary tasks, disciplinary tasks to meet as needed to meet the needs of most students. student needs
ELEMENT 2 Provide written and/or oral feedback during lessons to promote disciplinary learning	PROVIDES ACCEPTABLE EVIDENCE Teacher provides constructive feedback during lessons. Suggestions for how to improve disciplinary learning are specific and substantive. Feedback is constructed to meet the needs of most students.

Elementary Vignette: Designing Instruction for Disciplinary Thinking and Understanding—Evidence and Score

Ms. O'Meara's fifth grade class is learning about argument writing and how authors use evidence and reasoning to support their point of view. [E3] Ms. O'Meara's class is preparing to answer the focal question: Should there be zoos?

Ms. O'Meara points to and reads the learning targets that are on the board to remind students of the unit's focus.

- 5.IT.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- 5.IT.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- 5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- 5.SL.5 Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. [E1]

As an introduction to the unit, Ms. O'Meara asks her students to think about the question, Should there be zoos? She creates a continuum on chart paper that ranges from strongly agree to strongly disagree. Then she has students write their names on sticky notes and place them at the appropriate points on the continuum.

Ms. O'Meara has provided the students with a number of articles from Should There Be Zoos? A Persuasive Text by Tony Stead that they will use as mentor texts. [E2] She has explained that in an argumentative essay the writer needs to make a claim and support it with reasons and information. [E3] To help students understand when and why to write argumentative essays, she explains that they are written on a debatable topic and the writer uses facts and reasoning to convince the reader. Some topics could be about current events such as, 'Do social media encourage bullying?' or 'Do teachers assign too much homework?' By explaining when and why these essays are used, Ms. O'Meara begins to deconstruct the approach, which will enable students to work more independently on this assignment.

Students have been given a T-chart to use as they read the articles. [E2] (See appendix B page XX.) At the top, they mark if the article is for or against zoos. One side is labeled *Reasons* and the other is labeled *Examples* to record the evidence in support of the author's point of view presented in the articles. For the first article, Ms. O'Meara does a think aloud demonstrating how to find the reasons and examples in the text, while recording them on the white board. She gradually releases responsibility by asking students to turn to their partner and discuss the next paragraph, pulling out the reasons and examples. She continues this process until the entire article has been completed. Students will continue the process of filling out their own T-charts based on the other articles the next day.

After the students have read their articles and completed the T-chart, the teacher asks students to write their own opinion and support it with reasons and information. [E1] When they have completed that, she distributes an interview grid with prompts and responses as support for their interview. She explains that they will go around the room and interview four of their peers regarding their opinions, reasons, and evidence. She demonstrates a model and non-model of what an interview would sound and look like when using their interview grid.

During this time, Ms. O'Meara circulates around the room and uses the opportunity to provide feedback to her students. She reminds the students to use their interview prompts and responses when necessary (e.g., *What is your opinion? Can you elaborate with an example from the text? How does the evidence support your claim? What's your reasoning?*). Based upon what she heard, Ms. O'Meara takes time to reinforce the key part of their argument, giving reasons for why the evidence supports their claim. She models this by writing and thinking aloud. "Ok, I think there should be zoos. So that is my claim. I need to use examples that support that claim. I can look back and use any from the text we read or what I heard my peers say when I interviewed them. Let's think about the reason. Why should there be zoos? What's my reasoning? Turn and talk with your neighbor."

She calls on a student who says, "I think there should be zoos because the animals are dying in the wild and becoming endangered or extinct."

"Great! What is the evidence? Turn and talk with your partner." Students talk and she records some responses on the white board. Now she asks students to complete a *post-interview grid* writing activity in which they revise their original claim, evidence and reasoning.

Ms. O'Meara begins the day's lesson by creating an anchor chart with the students on ways they can develop their leads (quote, question, statistic, anecdote) and use of transition words (first, second, lastly,), words for adding information (for example, in addition, let's not forget), and words to emphasize a point (As I mentioned, For

HIGH-IMPACT PRACTICE-Disciplinary Communication

DIMENSION

This practice focuses on structuring, strengthening, and supporting the quantity and quality of students' oral and written communication using academic language, all of which is meant to fortify disciplinary learning. Oral and written communication should include a variety of text types including those defined in the CCSS. Examples of oral communication include asking and answering questions, think-pair-share, and audio recordings. Examples of written communication include stories, blog posts, visual representations, and multimodal texts. Effective teachers provide multiple, supported, and guided opportunities for students to produce original, disciplinary oral and written communication that requires academic language.

CSTP

CSTP 1 Engaging and Supporting All Students in Learning:
Teachers know and care about their students in order to engage them in learning. They connect learning to students' prior knowledge, backgrounds, life experiences, and interests. They connect subject matter to meaningful, real life context.

Teachers use a variety of instructional strategies, resources, and technologies to meet the diverse learning needs of students.

They promote critical thinking through inquiry, problem solving, and reflection. They monitor learning and adjust instruction while teaching.

CSTP 3 Understanding and Organizing Subject Matter for Student Learning:
Teachers exhibit in-depth working knowledge of subject matter, academic content standards, and curriculum frameworks. They apply knowledge of student development and proficiencies to ensure student understanding of content.

They organize curriculum to facilitate students' understanding of the subject matter. Teachers utilize instructional strategies that are appropriate to the subject matter.

They use and adapt resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students. They address the needs of English learners and students with special needs to provide equitable access to the content.

	PROVIDES NO EVIDENCE	PROVIDES LIMITED EVIDENCE	PROVIDES ACCEPTABLE EVIDENCE	PROVIDES STRONG EVIDENCE
ELEMENT 1 Provide and support multiple, guided opportunities for students to produce original disciplinary oral communication	Teacher does not provide opportunities for students to produce disciplinary oral communication.	Teacher provides limited and/or unguided opportunities for students to produce disciplinary oral communication and/or there are limited opportunities for original production.	Teacher provides and supports guided opportunities for students to produce original disciplinary oral communication. These opportunities are structured to engage most students.	Teacher provides and supports multiple, guided opportunities for students to produce original disciplinary oral communication. These opportunities are structured to engage all students.
ELEMENT 2 Provide and support multiple, guided opportunities for students to produce original disciplinary written communication	Teacher does not provide opportunities for students to produce disciplinary written communication.	Teacher provides limited and/or unguided opportunities for students to produce disciplinary written communication and/or there are limited opportunities for original production.	Teacher provides and supports guided opportunities for students to produce original disciplinary written communication. These opportunities are structured to engage most students.	Teacher provides and supports multiple, guided opportunities for students to produce original disciplinary written communication. These opportunities are structured to engage all students.

CROSS-CUTTING PRACTICE-Facilitating Acquisition of Academic Language

DIMENSION

This practice focuses on structuring, strengthening, and supporting students' acquisition and use of the academic language[4] needed to participate in disciplinary tasks. Effective teachers consistently introduce, define, and highlight the academic language demands of texts and tasks. They also provide supported and guided opportunities for students to acquire and use all three features of academic language.

CSTP

CSTP 3 Understanding and Organizing Subject Matter for Student Learning:
Teachers exhibit in-depth working knowledge of subject matter, academic content standards, and curriculum frameworks. They apply knowledge of student development and proficiencies to ensure student understanding of content.

They organize curriculum to facilitate students' understanding of the subject matter. Teachers utilize instructional strategies that are appropriate to the subject matter.

They use and adapt resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students. They address the needs of English learners and students with special needs to provide equitable access to the content.

	PROVIDES NO EVIDENCE	PROVIDES LIMITED EVIDENCE	PROVIDES ACCEPTABLE EVIDENCE	PROVIDES STRONG EVIDENCE
ELEMENT 1 Introduce and/or refer to academic language demands of texts and tasks	Teacher does not introduce or refer to the academic language demands of texts or tasks.	Teacher introduces and/or refers to the academic language demands, but does not explain how the demands are connected to the disciplinary texts and/or tasks.	Teacher introduces and/or refers to the academic language demands, and explains how the demands are connected to the disciplinary texts and/or tasks. The explanation is structured to be accessible to most students.	Teacher introduces and/or refers to the academic language demands, and explains how the demands are connected to the disciplinary texts and/or tasks. The explanation is structured to be accessible to all students.
ELEMENT 2 Provide extended, guided, and supported opportunities for students to acquire and use the features of academic language	Teacher provides unsupported opportunities for students to acquire academic language.	Teacher provides supported opportunities for students to acquire and use academic language, but these opportunities only address vocabulary and/or syntax.	Teacher provides guided and supported opportunities for students to acquire and use academic language of the discourse feature, and these opportunities are structured to engage most students.	Teacher provides extended, guided, and supported opportunities for students to acquire and use academic language of the discourse feature, and these opportunities are structured to engage all students.

[4]Academic language has three distinctive features: vocabulary, syntax, and discourse.

CROSS-CUTTING PRACTICE-Fostering Metacognition for Disciplinary Learning

DIMENSION	This practice focuses on the degree to which a teacher visibly enacts and deconstructs metacognitive processes and strategies that foster students' metacognitive knowledge.	Effective teachers make the enactment of metacognitive processes and strategies visible to all students and explain how, why, or when to use these in support of disciplinary learning.
CSTP	***CSTP 3 Understanding and Organizing Subject Matter for Student Learning:*** Teachers exhibit in-depth working knowledge of subject matter, academic content standards, and curriculum frameworks. They apply knowledge of student development and proficiencies to ensure student understanding of content. They organize curriculum to facilitate students' understanding of the subject matter. Teachers utilize instructional strategies that are appropriate to the subject matter.	They use and adapt resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students. They address the needs of English learners and students with special needs to provide equitable access to the content.

	PROVIDES NO EVIDENCE	PROVIDES LIMITED EVIDENCE	PROVIDES ACCEPTABLE EVIDENCE	PROVIDES STRONG EVIDENCE
ELEMENT 1 Visibly enact metacognitive processes and/or strategies students are expected to use in support of disciplinary learning	Teacher does not enact metacognitive processes and/or strategies students are expected to use in support of disciplinary learning.	Teacher partially enacts metacognitive processes and/or strategies students are expected to use, and/or it is not clear how these support disciplinary learning.	Teacher clearly and completely enacts metacognitive processes and/or strategies students are expected to use in support of disciplinary learning.	Teacher clearly and completely enacts metacognitive processes and/or strategies students are expected to use in support of disciplinary learning. Teacher overtly makes enactment visible to all students.
ELEMENT 2 Deconstruct metacognitive processes and/or strategies that support disciplinary learning	Teacher does not draw attention to metacognitive processes and/or strategies that support disciplinary learning.	Teacher draws attention to metacognitive processes and/or strategies that support disciplinary learning, but does not explain how, why, or when to use them.	Teacher deconstructs metacognitive processes and/or strategies that support disciplinary learning by explaining how, why, or when to use them.	Teacher deconstructs metacognitive processes and/or strategies that support disciplinary learning by explaining how, why, or when to use them. The deconstruction is structured to enable all students to use strategies independently.

CROSS-CUTTING PRACTICE-Monitoring and Guiding Disciplinary Learning

DIMENSION	This practice focuses on how effectively a teacher monitors and guides the disciplinary learning throughout each task and throughout the lesson as a whole. Effective teachers adjust and support disciplinary tasks to meet the needs of all students in the classroom.	They provide written and/or oral feedback[5] and gradually remove supports to foster students' ability to work flexibly and independently.
CSTP	***CSTP 1 Engaging and Supporting All Students in Learning:*** Teachers know and care about their students in order to engage them in learning. They connect learning to students' prior knowledge, backgrounds, life experiences, and interests. They connect subject matter to meaningful, real life context. Teachers use a variety of instructional strategies, resources, and technologies to meet the diverse learning needs of students.	They promote critical thinking through inquiry, problem solving, and reflection. They monitor learning and adjust instruction while teaching.

	PROVIDES NO EVIDENCE	PROVIDES LIMITED EVIDENCE	PROVIDES ACCEPTABLE EVIDENCE	PROVIDES STRONG EVIDENCE
ELEMENT 1 Monitor learning and adjust instruction, supports, and disciplinary tasks to meet student needs	Teacher does not monitor student learning.	Teacher monitors student learning but does not adjust instruction or disciplinary tasks as needed to meet student needs.	Teacher monitors student learning and adjusts instruction, supports, and/or disciplinary tasks as needed to meet the needs of most students.	Teacher monitors student learning throughout instruction and adjusts instruction, supports, and/or disciplinary tasks as needed to meet the needs of all students.
ELEMENT 2 Provide written and/or oral feedback during lessons to promote disciplinary learning	Teacher does not provide feedback during lessons or provides only evaluative feedback.	Teacher provides feedback that is vague and/or nonspecific.	Teacher provides constructive feedback during lessons. Suggestions for how to improve disciplinary learning are specific and substantive.	Teacher provides constructive feedback during lessons. Suggestions for how to improve disciplinary learning are specific and substantive. Feedback is constructed to meet the specific needs of all students.

[5] Feedback may include asking probing questions and involving students in providing feedback.

FOUNDATIONAL PRACTICE-Designing Instruction for Disciplinary Thinking and Understanding

DIMENSION	This practice focuses on the design of lessons and learning tasks to promote disciplinary learning and support the target high-impact practice. Effective teachers clearly and directly align disciplinary learning targets with the ELA/Literacy standards and high-impact practice,	structure and connect tasks in support of learning targets, and enable students to meet the high expectations of classroom activities.
CSTP	***CSTP 1 Engaging and Supporting All Students in Learning:*** Teachers know and care about their students in order to engage them in learning. They connect learning to students' prior knowledge, backgrounds, life experiences, and interests. They connect subject matter to meaningful, real life context. Teachers use a variety of instructional strategies, resources, and technologies to meet the diverse learning needs of students. They promote critical thinking through inquiry, problem solving, and reflection. They monitor learning and adjust instruction while teaching.	***CSTP 3 Understanding and Organizing Subject Matter for Student Learning:*** Teachers exhibit in-depth working knowledge of subject matter, academic content standards, and curriculum frameworks. They apply knowledge of student development and proficiencies to ensure student understanding of content. They organize curriculum to facilitate students' understanding of the subject matter. They utilize instructional strategies that are appropriate to the subject matter. They use and adapt resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students. They address the needs of English learners and students with special needs to provide equitable access to the content.

	PROVIDES NO EVIDENCE	PROVIDES LIMITED EVIDENCE	PROVIDES ACCEPTABLE EVIDENCE	PROVIDES STRONG EVIDENCE
ELEMENT 1 Set disciplinary learning targets that are aligned with ELA/Literacy CCSS and the target high-impact practice	Learning targets are not apparent and/or do not align with the ELA/Literacy CCSS.	Learning targets are apparent and align with ELA/Literacy CCSS, but do not support the target high-impact practice.	Learning targets are apparent, align with ELA/Literacy CCSS, and support the target high-impact practice.	Learning targets are apparent, align with ELA/Literacy CCSS, and support the target high-impact practice. Teacher strategically attends to the learning targets during the lesson.
ELEMENT 2 Structure and connect tasks that support the learning targets	Teacher structures tasks that do not support learning targets.	Teacher structures discrete tasks that support learning targets, but the tasks do not work in conjunction with one another.	Teacher structures tasks that support the learning targets. The tasks work in conjunction with one another.	Teacher structures tasks that support the learning targets and the tasks work in conjunction with one another. The teacher makes explicit to students how tasks are connected to each other and to the learning targets.
ELEMENT 3 Establish high expectations that support the learning targets and maintain the intellectual rigor of classroom activities and tasks	Teacher does not establish high expectations.	Teacher establishes high expectations, but designs activities and tasks that are almost entirely rote or routine.	Teacher establishes high expectations, and designs activities and tasks that are intellectually rigorous. These tasks are structured to enable most students to meet these expectations.	Teacher establishes high expectations and designs activities and tasks that are intellectually rigorous. These activities and tasks are structured to enable all students to meet these expectations.

HIGH-IMPACT PRACTICE-Disciplinary Communication

DIMENSION	This practice focuses on structuring, strengthening, and supporting the quantity and quality of students' oral and written communication using academic language. Oral and written communication should include a variety of text types including those defined in the CCSS. Examples of oral communication include asking and answering questions, think-pair-share, and oral presentations.	Examples of disciplinary written communication include blog posts, visual representations, and essays (including multimodal texts). Effective teachers provide multiple, supported opportunities for students to fortify their academic communication and produce original, disciplinary messages that require academic language.
CSTP	***CSTP 1 Engaging and Supporting All Students in Learning:*** Teachers know and care about their students in order to engage them in learning. They connect learning to students' prior knowledge, backgrounds, life experiences, and interests. They connect subject matter to meaningful, real life context. Teachers use a variety of instructional strategies, resources, and technologies to meet the diverse learning needs of students. They promote critical thinking through inquiry, problem solving, and reflection. They monitor learning and adjust instruction while teaching.	***CSTP 3 Understanding and Organizing Subject Matter for Student Learning:*** Teachers exhibit in-depth working knowledge of subject matter, academic content standards, and curriculum frameworks. They apply knowledge of student development and proficiencies to ensure student understanding of content. They organize curriculum to facilitate students' understanding of the subject matter. Teachers utilize instructional strategies that are appropriate to the subject matter. They use and adapt resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students. They address the needs of English learners and students with special needs to provide equitable access to the content.

	PROVIDES NO EVIDENCE	PROVIDES LIMITED EVIDENCE	PROVIDES ACCEPTABLE EVIDENCE	PROVIDES STRONG EVIDENCE
ELEMENT 1 Provide multiple and supported opportunities for students to produce and fortify original disciplinary oral communication appropriate to task, purpose, and audience	Teacher does not provide opportunities for students to produce disciplinary oral communication.	Teacher provides limited and/or unsupported opportunities for students to produce disciplinary oral communication, and/or there are limited opportunities for original production.	Teacher provides supported opportunities for students to produce original disciplinary oral communication appropriate to task, purpose, and audience. These opportunities are structured to engage most students.	Teacher provides multiple and supported opportunities for students to produce and fortify original disciplinary communication appropriate to task, purpose, and audience. These opportunities are structured to engage all students.
ELEMENT 2 Provide extended and supported opportunities for students to produce and fortify original disciplinary written communication appropriate to task, purpose, and audience	Teacher does not provide opportunities for students to produce disciplinary written communication.	Teacher provides limited and/or unsupported opportunities for students to produce disciplinary written communication, and/or there are limited opportunities for original production.	Teacher provides supported opportunities for students to produce and fortify original disciplinary written communication appropriate to task, purpose, and audience. These opportunities are structured to engage most students.	Teacher provides extended and supported opportunities for students to produce and fortify original disciplinary written communication appropriate to task, purpose, and audience. These opportunities are structured to engage all students.

CROSS-CUTTING PRACTICE-Facilitating Acquisition of Academic Language

DIMENSION	This practice focuses on structuring, strengthening, and supporting students' acquisition and use of the academic language[4] needed to participate in disciplinary tasks. Effective teachers consistently introduce, define, and highlight the academic language demands of texts and tasks.	They also provide extended and supported opportunities for students to acquire and use all three features of academic language.
CSTP	***CSTP 3 Understanding and Organizing Subject Matter for Student Learning:*** Teachers exhibit in-depth working knowledge of subject matter, academic content standards, and curriculum frameworks. They apply knowledge of student development and proficiencies to ensure student understanding of content. They organize curriculum to facilitate students' understanding of the subject matter. Teachers utilize instructional strategies that are appropriate to the subject matter.	They use and adapt resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students. They address the needs of English learners and students with special needs to provide equitable access to the content.

	PROVIDES NO EVIDENCE	PROVIDES LIMITED EVIDENCE	PROVIDES ACCEPTABLE EVIDENCE	PROVIDES STRONG EVIDENCE
ELEMENT 1 Introduce and/or refer to the academic language demands of texts and tasks	Teacher does not introduce or refer to the academic language demands of texts or tasks.	Teacher introduces and/or refers to the academic language demands, but does not explain how the demands are connected to the disciplinary texts and/or tasks.	Teacher introduces and/or refers to the academic language demands, and explains how the demands are connected to the disciplinary texts and/or tasks. The explanation is structured to be accessible to most students.	Teacher introduces and/or refers to the academic language demands, and explains how the demands are connected to the disciplinary texts and/or tasks. The explanation is structured to be accessible to all students.
ELEMENT 2 Provide extended and supported opportunities for students to acquire and use the features of academic language	Teacher provides unsupported opportunities for students to acquire academic language.	Teacher provides supported opportunities for students to acquire and use academic language, but these opportunities only address vocabulary and/or syntax.	Teacher provides supported opportunities for students to acquire and use academic language of the discourse feature, and these opportunities are structured to engage most students.	Teacher provides extended and supported opportunities for students to acquire and use academic language of the discourse feature, and these opportunities are structured to engage all students.

[4]Academic language has three distinctive features: vocabulary, syntax, and discourse.

CROSS-CUTTING PRACTICE-Fostering Metacognition for Disciplinary Learning

DIMENSION	This practice focuses on the degree to which a teacher visibly enacts and deconstructs metacognitive processes and strategies that foster students' metacognitive knowledge.	Effective teachers make the enactment of metacognitive processes and strategies visible to all students and explain how, why, or when to use these in support of disciplinary learning.
CSTP	***CSTP 3 Understanding and Organizing Subject Matter for Student Learning:*** Teachers exhibit in-depth working knowledge of subject matter, academic content standards, and curriculum frameworks. They apply knowledge of student development and proficiencies to ensure student understanding of content. They organize curriculum to facilitate students' understanding of the subject matter. Teachers utilize instructional strategies that are appropriate to the subject matter.	They use and adapt resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students. They address the needs of English learners and students with special needs to provide equitable access to the content.

	PROVIDES NO EVIDENCE	PROVIDES LIMITED EVIDENCE	PROVIDES ACCEPTABLE EVIDENCE	PROVIDES STRONG EVIDENCE
ELEMENT 1 Visibly enact metacognitive processes and/or strategies students are expected to use in support of disciplinary learning	Teacher does not enact metacognitive processes and/or strategies students are expected to use in support of disciplinary learning.	Teacher partially enacts metacognitive processes and/or strategies students are expected to use, and/or it is not clear how these support disciplinary learning.	Teacher clearly and completely enacts metacognitive processes and/or strategies students are expected to use in support of disciplinary learning.	Teacher clearly and completely enacts metacognitive processes and/or strategies students are expected to use in support of disciplinary learning. Teacher overtly mak enactment visible to all students.
ELEMENT 2 Deconstruct metacognitive processes and/or strategies that support disciplinary learning	Teacher does not draw attention to metacognitive processes and/or strategies that support disciplinary learning.	Teacher draws attention to metacognitive processes and/or strategies that support disciplinary learning, but does not explain how, why, or when to use them.	Teacher deconstructs metacognitive processes and/or strategies that support disciplinary learning by explaining how, why, or when to use them.	Teacher deconstructs metacognitive processes and/or strategies that support disciplinary learning by explaining how, why, or when to use them. The deconstruction is structured to enable all students to use strategies independently.

CROSS-CUTTING PRACTICE-Monitoring and Guiding Disciplinary Learning

DIMENSION	This practice focuses on how effectively a teacher monitors and guides the disciplinary learning throughout each task and throughout the lesson as a whole. Effective teachers adjust and support disciplinary tasks to meet the needs of all students in the classroom.	They provide written and/or oral feedback[5] and gradually remove supports to foster students' ability to work flexibly and independently.
CSTP	***CSTP 1 Engaging and Supporting All Students in Learning:*** Teachers know and care about their students in order to engage them in learning. They connect learning to students' prior knowledge, backgrounds, life experiences, and interests. They connect subject matter to meaningful, real life context.	Teachers use a variety of instructional strategies, resources, and technologies to meet the diverse learning needs of students. They promote critical thinking through inquiry, problem solving, and reflection. They monitor learning and adjust instruction while teaching.

	PROVIDES NO EVIDENCE	PROVIDES LIMITED EVIDENCE	PROVIDES ACCEPTABLE EVIDENCE	PROVIDES STRONG EVIDENCE
ELEMENT 1 Monitor learning and adjust instruction, supports, and disciplinary tasks to meet student needs	Teacher does not monitor student learning.	Teacher monitors student learning but does not adjust instruction or disciplinary tasks as needed to meet student needs.	Teacher monitors student learning and adjusts instruction, supports, and/or disciplinary tasks as needed to meet the needs of most students.	Teacher monitors student learning throughout instruction and adjusts instruction, supports, and/or disciplinary tasks as needed to meet the needs of all students.
ELEMENT 2 Provide written and/or oral feedback during lessons to promote disciplinary learning	Teacher does not provide feedback during lessons or provides only evaluative feedback.	Teacher provides feedback that is vague and/or nonspecific.	Teacher provides constructive feedback during lessons. Suggestions for how to improve disciplinary learning are specific and substantive.	Teacher provides constructive feedback during lessons. Suggestions for how to improve disciplinary learning are specific and substantive. Feedback is constructed to meet the specific needs of all students.

[5]Feedback may include asking probing questions and involving students in providing feedback.

FOUNDATIONAL PRACTICE-Designing Instruction for Disciplinary Thinking and Understanding

DIMENSION	This practice focuses on the design of lessons and learning tasks to promote disciplinary learning and support the target high-impact practice. Effective teachers clearly and directly align disciplinary learning targets with the ELA/Literacy standards and	high-impact practice, structure and connect tasks in support of learning targets, and enable students to meet the high expectations of classroom activities.
CSTP	***CSTP 1 Engaging and Supporting All Students in Learning:*** Teachers know and care about their students in order to engage them in learning. They connect learning to students' prior knowledge, backgrounds, life experiences, and interests. They connect subject matter to meaningful, real life context. Teachers use a variety of instructional strategies, resources, and technologies to meet the diverse learning needs of students. They promote critical thinking through inquiry, problem solving, and reflection. They monitor learning and adjust instruction while teaching.	***CSTP 3 Understanding and Organizing Subject Matter for Student Learning:*** Teachers exhibit in-depth working knowledge of subject matter, academic content standards, and curriculum frameworks. They apply knowledge of student development and proficiencies to ensure student understanding of content. They organize curriculum to facilitate students' understanding of the subject matter. They utilize instructional strategies that are appropriate to the subject matter. They use and adapt resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students. They address the needs of English learners and students with special needs to provide equitable access to the content.

	PROVIDES NO EVIDENCE	PROVIDES LIMITED EVIDENCE	PROVIDES ACCEPTABLE EVIDENCE	PROVIDES STRONG EVIDENCE
ELEMENT 1 Set disciplinary learning targets that are aligned with ELA/Literacy CCSS and the target high-impact practice	Learning targets are not apparent and/or do not align with the ELA/Literacy CCSS.	Learning targets are apparent and align with ELA/Literacy CCSS, but do not support the target high-impact practice.	Learning targets are apparent, align with ELA/Literacy CCSS, and support the target high-impact practice.	Learning targets are apparent, align with ELA/Literacy CCSS, and support the target high-impact practice. Teacher strategically attends to the learning targets during the lesson.
ELEMENT 2 Structure and connect tasks that support the learning targets	Teacher structures tasks that do not support learning targets.	Teacher structures discrete tasks that support learning targets, but the tasks do not work in conjunction with one another.	Teacher structures tasks that support the learning targets. The tasks work in conjunction with one another.	Teacher structures tasks that support the learning targets, and the tasks work in conjunction with one another. The teacher makes explicit to students how tasks are connected to each other and to the learning targets.
ELEMENT 3 Establish high expectations that support the learning targets and maintain the intellectual rigor of classroom activities and tasks	Teacher does not establish high expectations.	Teacher establishes high expectations, but designs activities and tasks that are almost entirely rote or routine.	Teacher establishes high expectations, and designs activities and tasks that are intellectually rigorous. These tasks are structured to enable most students to meet these expectations.	Teacher establishes high expectations and designs activities and tasks that are intellectually rigorous. These activities and tasks are structured to enable all students to meet these expectations.