

	Level 1	Level 2	Level 3	Level 4
Pre-assessment: Display of Classroom Assessment Data	-Inappropriate, incomplete, or inaccurate data are displayed -Display is inaccurate or difficult to read	-Appropriate, accurate data are displayed -Literacy data for all members of one class are displayed	-Appropriate, accurate data are displayed -Relevant literacy data for all members of one class are clearly displayed in easy-to-read forms	-Multiple relevant measures are clearly and usefully displayed
Pre-assessment: Analysis of Classroom Assessment Data	-No claims about the meaning of the data are made, or claims are incorrect, or claims are unsupported	-At least one legitimate claim about the data is supported by the data	-Multiple legitimate claims are clearly supported by the data	- Multiple claims, supported by data, form a cogent argument that usefully informs instructional design.

Planning: Establishing a Balanced Instructional Focus How do the plans structure student learning of strategies for understanding, interpreting, and responding to complex text?	- The standards, learning objectives, learning tasks, and assessments either have no central focus or a one-dimensional focus (e.g., solely on a literal understanding of the text, a single interpretation of the text, or on response with little reference to the text).	- The standards, learning objectives, learning tasks, and assessments have an overall focus that is primarily one-dimensional (e.g., a literal understanding of the text, a single interpretation of the text, or a response with little reference to the text). - The focus includes vague connections among facts, understandings of the text, interpretations of the text, and responses	- Learning tasks or the assessment tasks focus on multiple dimensions of content and literacy learning through clear connections among facts, understandings of the text, interpretations of the text, and responses to the text. - A progression of learning tasks and assessments is planned to build understanding of the central focus of the lesson.	- Both learning tasks and the assessment tasks focus on multiple dimensions of content and literacy learning through clear connections among facts, understandings of the text, interpretations of the text, and responses to the text. - A progression of learning tasks guides students to build deeper understandings of the central focus of the lesson.
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		to the text.		
<p>Planning: Making Content Accessible</p> <p>How do the plans make the curriculum accessible to the students in the class?</p>	<ul style="list-style-type: none"> - Plan refers to students' experiential backgrounds, interests, or prior learning that have little or no relationship to the lesson's standards/objectives. OR - There are significant content inaccuracies in plan that will lead to student misunderstandings. 	<ul style="list-style-type: none"> - Plan draws on students' experiential backgrounds, interests, or prior learning to help students reach the learning segment's standards/objectives. - Plan for implementation of learning tasks includes support to help students who often struggle with the content. 	<ul style="list-style-type: none"> - Plan draws on students' prior learning as well as experiential backgrounds or interests to help students reach the lesson's standards/objectives. - Plan for implementation of learning tasks includes scaffolding or other structured forms of support to provide access to grade-level standards/objectives. 	<ul style="list-style-type: none"> - All components of Level 3 plus: - Plan includes well-integrated instructional strategies that are tailored to address a variety of specific student learning needs.
<p>Planning: Designing Assessments</p> <p>What opportunities do students have to demonstrate their understanding of the standards and learning objectives?</p>	<ul style="list-style-type: none"> - There are limited opportunities provided for students to learn what is measured by assessments. OR - There is a significant mismatch between one or more assessment instruments or methods and the standards/objectives being assessed. 	<ul style="list-style-type: none"> - Opportunities are provided for students to learn what is assessed. - It is not clear that the assessment of one or more standards/objectives go beyond surface-level understandings. 	<ul style="list-style-type: none"> - Opportunities are provided for students to learn what is assessed. - The assessments allow students to show some depth of understanding or skill with respect to the standards/objectives. - The assessments access both productive (speaking/writing) and receptive (listening/reading) modalities to monitor student understanding. 	<ul style="list-style-type: none"> - All components of Level 3 plus: - Assessments are modified, adapted, and/or designed to allow students with special needs opportunities to demonstrate understandings and skills relative to the standards/objectives.