Lesson Segments Involving Routine Events

**Design Question:** What will I do to establish and communicate learning goals, track student progress, and celebrate success?

1. **What do I typically do to provide clear learning goals and scales (rubrics)?**

   The teacher provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance relative to the learning goal.

   **Teacher Evidence**
   - Teacher has a learning goal posted so all students can see it.
   - The learning goal is a clear statement of knowledge or information as opposed to an activity or assignment.
   - Teacher makes reference to the learning goal throughout the lesson.
   - Teacher has a scale or rubric that relates to the learning goal posted so that all students can see it.
   - Teacher makes reference to the scale or rubric throughout the lesson.

   **Student Evidence**
   - When asked, students can explain the learning goal for the lesson.
   - When asked, students can explain how their current activities relate to the learning goal.
   - When asked, students can explain the meaning of the levels of performance articulated in the scale or rubric.

### How Am I Doing?

<table>
<thead>
<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Providing clear learning goals and scales (rubrics)</strong></td>
<td><strong>Innovating</strong></td>
<td><strong>Applying</strong></td>
<td><strong>Developing</strong></td>
<td><strong>Beginning</strong></td>
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<tr>
<td>I adapt and create new strategies for unique student needs and situations.</td>
<td>I provide a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance, and I monitor students' understanding of the learning goal and the levels of performance.</td>
<td>I provide a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance, but I do so in a somewhat mechanistic way.</td>
<td>I use the strategy incorrectly or with parts missing.</td>
<td>I should use the strategy, but I don't.</td>
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</tbody>
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