

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?

	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
Providing clear learning goals and scales (rubrics)	I adapt and create new strategies for unique student needs and situations.	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.	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.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.