

Literacy

MANAGEMENT, CULTURE & CLIMATE

Do the expectations, systems and routines in this classroom promote student learning and personal growth?

1

- Classrooms are **clean, neat, orderly and inviting** for students.
- Students follow **behavioral expectations and directions** consistently, receiving positive reinforcement and redirection as needed.
- Students **know what they should be doing and learning** in the lesson.
- **Time is maximized** bell to bell; students do not have idle time during the lesson.
- Students **execute transitions and procedures** efficiently.
- Students work hard to **complete instructional tasks**, volunteer responses and/or ask appropriate questions.
- Students and their teacher share a **positive relationship** built on **mutual respect**.
- Students unique **cultural strengths** are identified and nurtured by the teacher and one another to promote achievement and a sense of well-being about the student's cultural place in the world.

NOT YET SOMEWHAT MOSTLY YES

RIGOROUS CONTENT

Is the lesson focused on a high quality text(s)?

2a

- A majority of the lesson is spent **listening to, reading, writing, or speaking** about text(s).
- The text(s) are at or above the **complexity** level expected for the grade and time in the school year. *Consider Lexile level, levels of meaning or purpose, text structure, language, knowledge demands (life experiences, cultural/literary knowledge, content knowledge), and scaffolding provided by the teacher.*
- The text(s) exhibit **exceptional craft** and thought and/or **provide useful information**; where appropriate the texts are richly illustrated. *Consider whether the text(s) are part of a coherent sequence of readings, that represent a range of text complexity, that enrich or build students' understanding of the world.*

NOT YET SOMEWHAT MOSTLY YES

Does this lesson employ questions and tasks, both oral and written, which integrate the standards and help students understand the content and meaning of the text(s)?

2b

- [Questions and tasks integrate reading, writing, speaking and listening, and language standards](#) to support students in building their understanding of the text(s) and topics under consideration.
- Questions and tasks address the text by attending to its **particular structure, concepts, ideas, events, and details**.
- Questions and tasks require students to use **evidence from text** to demonstrate understanding and to support their ideas about the text. These ideas are expressed through both written and oral responses.
- Questions and tasks attend to the **words, phrases, and sentences** within the text.
- Questions are **sequenced to build knowledge** by guiding students to delve deeper into text and graphics.

NOT YET SOMEWHAT MOSTLY YES

When students are working on foundational skills, does the lesson target the skills in service of comprehension and address what students need, not what they already know?

2c

- The foundational skills being taught are **aligned to the reading foundations standards** for the grade.
- Instruction and materials address foundational skills by attending to **phonological awareness, concepts of print, letter recognition, phonetic patterns, word structure, and/or fluency**. *Not all strands will be addressed in each lesson.*
- Instruction & materials provide opportunities for all students to **practice reading and writing** newly acquired foundational skills.
- Instruction and materials **connect** acquisition of **foundational skills** to **making meaning** from reading.
- **Frequent monitoring of student progress** ensures students get practice with what they need to learn and not what they already know.

NOT YET SOMEWHAT MOSTLY YES

When students are working to overcome reading difficulties, does the lesson address what students need?

2d

- **Frequent monitoring of students' reading abilities** drives content of intervention so that students get what they need, not what they already know.
- The content being taught addresses specific reading difficulties that hold students back from comprehending grade-level complex text such as **decoding, word recognition, vocabulary, fluency, complex syntax, or cultural or literary knowledge**. *Not all strands will be addressed in each lesson.*
- **Instruction and materials accelerate growth** such that students are on a trajectory to read, write and speak about grade-level text and topics with independence.

NOT YET SOMEWHAT MOSTLY YES

ACADEMIC OWNERSHIP

Are students responsible for doing the thinking in this classroom?

3

- The teacher creates the **conditions for student conversations** and plans tasks where students are encouraged to talk about each other’s thinking, including whole group, center, circles, and discussions.
- Students display **persistence with challenging tasks**, particularly when providing textual evidence to support answers and responses, both orally and in writing
- Students provide **textual evidence** to support their ideas and display **precision** in their oral and written responses.
- Students have opportunities for **productive struggle** and persevere in reasoning and problem solving in the face of initial difficulty.
- Students **respond to and build on one another’s thinking** throughout the lesson to deepen their understanding of the content.
- Students can **articulate their successes and needs** as they work toward learning outcomes.
- When appropriate, students demonstrate progress toward **independence in reading and writing**.
- Students demonstrate use of **language conventions and decoding skills**, activating such strategies as needed to read, write, and speak with grade level fluency and skill.

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| NOT YET | SOMEWHAT | MOSTLY | YES |
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DEMONSTRATION OF LEARNING

Do all students demonstrate that they are learning?

4

- Questions, tasks or assessments **yield data that allow the teacher to assess students’ progress** toward learning outcomes aligned to grade level standards, and item specifications (as relevant), and **allow for lesson adjustments**.
- Students **demonstrate how well they understand lesson content** and their progress toward learning outcomes through their work and/or responses.
- Student responses, work and interactions demonstrate that **students are on track** to achieve stated or implied learning outcomes.

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|---------|----------|--------|-----|
| NOT YET | SOMEWHAT | MOSTLY | YES |
|---------|----------|--------|-----|

MANAGEMENT, CULTURE & CLIMATE

Do the expectations, systems and routines in this classroom promote student learning and personal growth?

1

- Classrooms are **clean, neat, orderly and inviting** for students.
- Students follow **behavioral expectations and directions** consistently, receiving positive reinforcement and redirection as needed.
- Students **know what they should be doing and learning** in the lesson.
- **Time is maximized** bell to bell; students do not have idle time during the lesson.
- Students **execute transitions and procedures** efficiently.
- Students work hard to **complete instructional tasks**, volunteer responses and/or ask appropriate questions.
- Students and their teacher share a **positive relationship** built on **mutual respect**.
- Students' unique **cultural strengths** are identified and nurtured by the teacher and one another to promote achievement and a sense of well-being about the student's cultural place in the world.

| NOT YET | SOMEWHAT | MOSTLY | YES |
|---------|----------|--------|-----|
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RIGOROUS CONTENT

Does this lesson reflect the shifts required by the [Michigan Standards for Mathematics \(CCSSM\)](#)?

2a

- **Focus:** The lesson focuses on grade level cluster(s) and/or standard(s) at the appropriate level of depth.
- **Coherence:** The lesson intentionally connects mathematical concepts within and across grades.
- **Rigor:** The lesson intentionally targets the aspect(s) of rigor (conceptual understanding, procedural skill and fluency, application) called for by the standard(s) being addressed.

| NOT YET | SOMEWHAT | MOSTLY | YES |
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Does this lesson employ instructional practices that allow all students to learn the content of the lesson?

2b

- The teacher provides opportunities for students to work with and practice **grade-level problems** and exercises.
- The teacher provides **differentiated instruction** to support **all learners in reaching grade level expectations**.
- The teacher makes the mathematics of the lesson explicit through modeling by using **explanations, multiple representations, and/or examples**.
- The teacher strengthens all students' understanding of the content by sharing a **variety of students' representations and solution methods**.
- The teacher deliberately **checks for understanding** throughout the lesson and **adapts** the lesson according to student understanding.
- The teacher **summarizes the mathematics** with references to student work and discussion in order to reinforce the focus of the lesson.

| NOT YET | SOMEWHAT | MOSTLY | YES |
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When students are working on skill or standards difficulties, does the lesson address what students need?

2c

- **Frequent monitoring of student progress** drives content of reteaching and/or intervention so that students get what they need, not what they already know.
- The skills being taught are **aligned to the standards** for the grade or addressing specific skill deficiencies that hold them back from doing grade-level work.
- **Instruction and materials support growth** in the targeted skill or standard such that students are on a trajectory to meet grade-level standards.

| NOT YET | SOMEWHAT | MOSTLY | YES |
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ACADEMIC OWNERSHIP

Are students responsible for doing the thinking in this classroom through the mathematical practices?

- 3**
- Students **share their developing thinking** about the content of the lesson to **make sense of the mathematics**.
 - Students have opportunities for **productive struggle and persevere in reasoning and solving problems** in the face of initial difficulty.
 - Students elaborate on initial thoughts to **explain their thinking and look for patterns in the mathematics**.
 - Students **talk about and ask questions about each other's thinking**, in order to clarify or improve their own mathematical understanding.
 - Students use **precise mathematical language and calculations** in their explanations and discussions.
 - Students **use appropriate tools and/or models** strategically when solving a problem.
 - Students **revise initial work**, especially their explanations and justifications.
 - Students can **articulate their successes and needs** as they work toward learning outcomes.

| NOT YET | SOMEWHAT | MOSTLY | YES |
|---------|----------|--------|-----|
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DEMONSTRATION OF LEARNING

Do all students demonstrate that they are learning?

- 4**
- Questions, tasks or assessments **yield data that allow the teacher to assess students' progress** toward learning outcomes aligned to grade level standards, and item specifications (as relevant), and **allow for lesson adjustments**.
 - Students **demonstrate how well they understand lesson content** and their progress toward learning outcomes through their work and/or verbal and nonverbal responses.
 - Student responses, work and interactions demonstrate that **students are on track** to achieve stated or implied learning outcomes.

| NOT YET | SOMEWHAT | MOSTLY | YES |
|---------|----------|--------|-----|
|---------|----------|--------|-----|

MANAGEMENT, CULTURE & CLIMATE

Do the expectations, systems and routines in this classroom promote student learning and personal growth?

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NOT YET SOMEWHAT MOSTLY YES

RIGOROUS CONTENT

Does this lesson reflect the demands of the standards for this grade and course?

- 2a**
- Instruction and materials are **aligned to the [new Michigan Science Standards](#)**, at the appropriate level of depth, including [NGSS](#), as well as Reading Science ([CCSS.RH](#)), Writing Science Standards ([CCSS.WHST](#)) and Speaking and Listening Standards ([CCSS.SL](#)) as described in course descriptions.
 - Instruction and materials use **scientifically accurate and grade-appropriate scientific information, phenomena, and representations** to support students’ learning of science content.
 - Students develop science knowledge by spending the **majority of time reading, listening to, speaking, or writing about content-rich, complex text(s)** which feature data, graphs, visual representations, and diagrams, and/or engaged in **lab practice and investigation**.
 - Laboratory **investigations expand on knowledge built through textual analysis** by applying content in real world contexts.

NOT YET SOMEWHAT MOSTLY YES

Does this lesson employ questions and tasks, both oral and written, which integrate the standards and help students develop and deepen scientific knowledge?

- 2b**
- Questions and tasks require students to **plan and carry out investigations, construct explanations, design solutions to engineering challenges, or develop viable arguments from evidence**.
 - Questions and tasks deployed during readings, teacher models and investigations **support students to discover thought processes and patterns**.
 - Questions and tasks are **intentionally sequenced to build knowledge** and support students in diving deeper into scientific content.
 - Questions and tasks require students to **analyze and interpret data** from texts and investigations.
 - Questions and tasks attend to the **academic language** of the text on content area so that students develop their vocabularies through multiple exposures and opportunities to learn word meanings.
 - Questions and tasks require students to use **evidence** from readings, investigations or research to demonstrate understanding and to support their ideas.

NOT YET SOMEWHAT MOSTLY YES

When students are working on skill or standards deficits, does the lesson address what students need, not what they already know?

- 2c**
- **Frequent monitoring of student progress** drives content of remediation so that students get what they need, not what they already know.
 - The skills being taught are **aligned to the standards** for the grade or addressing specific skill deficiencies that hold them back from doing grade-level work.
 - **Instruction and materials support growth** in the targeted skill or standard.
 - Students **receive appropriate scaffolds and supports**, including **accommodations and modifications** where appropriate, to engage with rigorous work.

NOT YET SOMEWHAT MOSTLY YES

ACADEMIC OWNERSHIP

Are students responsible for doing the thinking in this classroom?

- 3**
- Students **share their developing thinking** about the content of the lesson.
 - Students have opportunities for **productive struggle and persevere in reasoning and solving problems** in the face of initial difficulty.
 - Students elaborate on initial thoughts to **explain their thinking**.
 - Students **talk about and ask questions about each other's thinking**, in order to clarify or improve their own understanding.
 - Students **respond to and build on one another's thinking** throughout the lesson to deepen their understanding of the content.
 - Students use **precise academic vocabulary** in their explanations and discussions.
 - Students **revise initial work**, especially their explanations and justifications.
 - Students can **articulate their successes and needs** as they work toward learning outcomes.
 - Students demonstrate progress toward **independence in reading and writing**.

NOT YET

SOMEWHAT

MOSTLY

YES

DEMONSTRATION OF LEARNING

Do all students demonstrate that they are learning?

- 4**
- Questions, tasks or assessments **yield data that allow the teacher to assess students' progress** toward learning outcomes aligned to grade level standards, and item specifications (as relevant), and **allow for lesson adjustments**.
 - Students **demonstrate how well they understand lesson content** and their progress toward learning outcomes through their work and/or responses, and application of their learning.
 - Student responses, work and interactions with text, hands-on investigations and lab write ups, and/or journal entries demonstrate that **students are on track** to achieve stated or implied learning outcomes.

NOT YET

SOMEWHAT

MOSTLY

YES

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SOMEWHAT

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RIGOROUS CONTENT

Does this lesson reflect the demands of the standards for this grade and course?

- 2a**
- Instruction and materials are aligned to Michigan content standards ([GLCE](#) and [HCLE](#)), the C3 Framework, as well as Reading History ([CCSS.RH](#)), Writing History ([CCSS.WHST](#)) and Speaking and Listening Standards ([CCSS.SL](#)) as described in course descriptions.
 - Instruction and materials provide opportunities for students to **explore key disciplinary questions and build knowledge and skills** with the social studies content.
 - Students develop social studies knowledge by spending the **majority of time reading, listening to, speaking, or writing about content-rich, complex text(s)**, including primary and secondary sources of different types (i.e., print and non-print, including video, audio, art, maps, charts, etc.) and varied lengths.

NOT YET

SOMEWHAT

MOSTLY

YES

Does this lesson employ questions and tasks, both oral and written, which integrate the standards and help students develop and deepen social studies content knowledge and skills?

- 2b**
- Questions and tasks focus on **engaging students with content in varied contexts** (e.g., examining different sources, completing tasks, answering multiple-choice questions, writing, engaging in speaking/listening).
 - Questions and tasks are **intentionally sequenced to** focus students on building, applying, and synthesizing knowledge and skills through various sources, classroom research, and conversations.
 - **Source-dependent written and oral tasks require students to make claims** which demonstrate understanding of social studies content (e.g., make connections between ideas, people, and events; explain how society, the environment, the political and economic landscape, and historical events influence perspectives, values, traditions, and ideas; evaluate the causes and consequences of events and developments; recognize recurring themes across time and place).
 - Questions and tasks attend to the **academic language** of the text so that students develop their vocabularies through multiple exposures and opportunities to learn word meanings.
 - Questions and tasks require students to use **evidence** from readings and research to demonstrate understanding and to support their ideas.

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