

**The Connecticut Common Core of Teaching (CCT)
Rubric for Effective Teaching 2014**

**Evidence Guide
Illustrative Examples of World Languages 6-8**

Sample evidence of teacher practice developed by Connecticut educators



CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Connecticut State Department of Education

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Connecticut Evidence Guides

*A Supplemental Resource to the CCT Rubric for Effective Teaching 2014
and the CCT Rubric for Effective Service Delivery 2014*

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The *Connecticut Common Core of Teaching (CCT) — Foundational Skills and Competencies (1999)*, revised and adopted by the State Board of Education in February 2010, establishes a vision for teaching and learning in Connecticut Public Schools. These standards identify the foundational skills and competencies that pertain to all educators, regardless of the subject matter, field or age group they teach. These competencies have long been established as the standards expected of all Connecticut educators. The *CCT Rubric for Effective Teaching 2014* and the *CCT Rubric for Effective Service Delivery 2014*¹ are fully aligned to those standards and represent the criteria by which educators are prepared, inducted, evaluated and supported throughout their careers.

Observation of educator performance and practice plays a critical role in

1. The *CCT Rubric for Effective Service Delivery 2014* was developed for Student and Educator Support Specialists (SESS), who, by the nature of their job description, do not have traditional classroom assignments, but serve a “caseload” of students, staff and/or families. Student and Educator Support Specialists are referred to as service providers.

Who can use the CT Evidence Guides?

- Pre-Service — Teacher Preparation
- TEAM Mentors
- Teachers — all content areas/grade levels
- Service Providers
- Administrators/Observers
- Instructional Coaches

How can the CT Evidence Guides be used?

- To Prepare Educators
- To Induct Educators into the Profession
- To Coach for Professional Growth and Development
- To Generate Professional Conversations
- To Inform Observation

the educator evaluation and support system. The Connecticut State Department of Education (CSDE) recognizes the importance of meaningful and authentic observations. The Guidelines for Educator Evaluation require that districts provide all evaluators with training and calibration in observation and evaluation and how to provide high-quality feedback. Additionally, evaluators must demonstrate proficiency in conducting evaluations on an ongoing basis.

Collecting objective evidence is essential in helping observers paint a fair and accurate picture of educators’ strengths and areas for development. Observation criteria in the *CCT Rubric for Effective Teaching 2014*

focus on the skills that can be directly observed either in the classroom or through reviews of practice. Similarly, the criteria in the *CCT Rubric for Effective Service Delivery 2014* focus on the skills that can be observed in the delivery of service.

Many educators have asked where **Domain 1 — Content and Essential Skills** fits within the *CCT Rubric for Effective Teaching 2014* and the *CCT Rubric for Effective Service Delivery 2014*. Educators are required to demonstrate content and pedagogical skills during their preparation programs. All teachers/service providers are expected to be skilled in common practices such as establishing respectful environments, planning for a range of learners, and engaging students in rigorous and relevant learning; however, how they actually navigate these tasks depends, in large part, on the specific content they teach or service they provide. Teaching requires an understanding of the content and of how learners typically engage with the content. Effective teachers know their content well and can skillfully merge their knowledge about the practice of teaching with their content expertise. Likewise, effective service providers know how to seamlessly integrate their professional knowledge with their ability to deliver their services. The CCT rubrics are designed to evaluate how well a teacher/service provider can use his or her pedagogical/professional knowledge to teach his or her content or deliver services.

To provide more guidance as to what the rubric continuums *might* look like in practice for both of the CCT rubrics, the CSDE in collaboration with the RESC Alliance and the Connecticut Association of Schools (CAS), convened multiple workgroups, comprised of teachers, service providers and building leaders throughout the summer of 2014. These workgroups developed grade-level and content-specific samples of observable student and teacher/service provider behaviors that *might* be seen or heard during an observation. These *CT Evidence Guides* are presented as a resource to give observers a sense of the content area/grade level being observed. Although they are trained to be effective observers, administrators may have to observe an educator in a content area, grade level, or setting that

Please note, Connecticut Evidence Guides:

- **ARE NOT** to be used as a checklist of “look fors.”
- **DO NOT** serve as a rubric for evaluation.
- **ARE NOT** an exhaustive list of teacher practices.

is outside of their own expertise. These guides are intended to provide a snapshot of sample evidence aligned to the four performance levels for each indicator within the **first three domains** of both of the CCT rubrics.

The *CT Evidence Guides* **ARE NOT** intended to represent comprehensive evidence, nor are they intended to be used as a checklist or as a rubric. Rather, the *CT Evidence Guides* have been created as a resource for teachers, service providers, mentors and administrators. The CSDE encourages districts to use the *CT Evidence Guides* as a tool for professional development and growth as well as guiding observations. These guides offer opportunities for valuable professional learning as educators work with one another to generate their own examples of evidence aligned to the respective rubric.

As the educator evaluation and support system evolves over time, so will the evidence provided in these guides. As such, the CSDE will be continually eliciting feedback from the field on the CT Evidence Guides to ensure that they are effective, relevant and useful. To provide feedback on any aspect of the CT Evidence Guides please use the following link: [Feedback on the CT Evidence Guides](#).

If you have questions on the *CCT Rubric for Effective Teaching 2014*, please contact Claudine Primack, CSDE Education Consultant, at claudine.primack@ct.gov. For questions on the *CT Evidence Guides for the CT Rubric for Effective Service Delivery 2014*, please contact Kim Wachtelhausen, CSDE Education Consultant, at kim.wachtelhausen@ct.gov.

1: CLASSROOM ENVIRONMENT, STUDENT ENGAGEMENT AND COMMITMENT TO LEARNING

Teachers promote **student engagement, independence and interdependence** in learning and facilitate a positive learning community by:

Indicator 1a: Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Rapport and positive social interactions	Interactions between teacher and students are negative or disrespectful and/or the teacher does not promote positive social interactions among students.	Interactions between teacher and students are generally positive and respectful and/or the teacher inconsistently makes attempts to promote positive social interactions among students.	Interactions between teacher and students are consistently positive and respectful and the teacher regularly promotes positive social interactions among students.	There is no disrespectful behavior between students and/or when necessary, students appropriately correct one another.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	SAMPLE EVIDENCE			
	Students laugh at another student who mispronounces a Spanish word. Teacher does not address the disrespectful behavior.	Students laugh at another student who mispronounces a Spanish word. Teacher makes a general statement such as, "Come on" or "Don't laugh at each other."	One student laughs at another student who mispronounces a word in Spanish. Another student says, "I always mispronounce that word too." Teacher says, "Sometimes it can sound funny saying words from another language, but we have to remember to be respectful of each other as we go through this process together."	After one student asks another student if the way she pronounced the Spanish word was correct, the other student says, "Yes, and I wish I could roll my r the way you do. It sounds so cool."
	Teacher rolls his or her eyes when students ask questions.	Teacher does not respond to one student who asks a question but smiles at others.	Teacher nods and smiles at all students when they ask questions. Teacher comments on one student's question stating; "Raquel that is a very important question. Would anybody like to answer Raquel to provide clarity?"	Teacher has clearly established a positive tone for the classroom. Students smile when they ask each other question and applaud when a group presents.
The teacher calls on the same three students.	When the same three students raise their hands, the teacher says, "How about someone else who we haven't heard from yet?" The teacher calls on one of the three students whose hands were raised.	When the same three students raise their hands, the teacher says, "How about someone else who we haven't heard from yet?" The teacher calls on two more students and says, "Let's turn and talk with our partners to share your thoughts before I call on another person to answer this question."	When the teacher asks a question, all students raise their hands and respond to one another's ideas using positive language. "That's a good idea," "I didn't think about that; however..."	

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ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Rapport and positive social interactions	Interactions between teacher and students are negative or disrespectful and/or the teacher does not promote positive social interactions among students.	Interactions between teacher and students are generally positive and respectful and/or the teacher inconsistently makes attempts to promote positive social interactions among students.	Interactions between teacher and students are consistently positive and respectful and the teacher regularly promotes positive social interactions among students.	There is no disrespectful behavior between students and/or when necessary, students appropriately correct one another.
	Teacher says, "Get any article in Spanish to read, I don't care which one you choose."	The teacher tells students that the interest survey they completed will give her some idea about what they like to read. The teacher then distributes the same article in Spanish to the whole class.	Teacher says, "I have selected several articles about a variety of Spanish-speaking countries that you expressed an interest in when you completed your interest surveys. I think you will find these interesting."	As students in one group discuss an article about Mexico, students in another group share their personal interests about what they think they might like to do if they go there or what they might see.

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ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Respect for student diversity	Does not establish a learning environment that is respectful of students' cultural, social and/or developmental differences and/or the teacher does not address disrespectful behavior.	Establishes a learning environment that is inconsistently respectful of students' cultural, social and/or developmental differences.	Maintains a learning environment that is consistently respectful of all students' cultural, social and/or developmental differences.	Acknowledges and incorporates students' cultural, social and developmental diversity to enrich learning opportunities.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	SAMPLE EVIDENCE			
	<p>Resources and materials are not authentic and reflect cultural stereotypes.</p> <p>When reading a story set in Mexico, a student says, "I went to Mexico to visit my family." A classmate responds, "No one cares. I would never go there." Teacher ignores the comment.</p> <p>Teacher says, "I know you have no interest in this article, but I chose it based on your level of proficiency."</p>	<p>Authentic resources and materials are limited to one Spanish-speaking country. Teacher provides the same resource for all students.</p> <p>During a discussion about a story set in Mexico, the teacher asks a student who has visited there to share how it is different from Connecticut. Another student adds, "I've never been to Mexico, but my family is from there." The teacher continues to ask the first student questions and ignores the second student.</p> <p>Student chooses an authentic article for independent reading. Teacher says, "I would like you to read this one instead," and offers no further suggestions or support of the student's choice. Other students are able to choose an article of interest.</p>	<p>Resources and materials reflect multiple cultures and dialects of the Spanish-speaking world. The teacher provides a copy of the articles in larger print for a sight-impaired student.</p> <p>During a discussion about a story set in Mexico, the teacher asks a student who has visited there to share how it is different from Connecticut. Another student adds, "I've never been to Mexico, but my family is from there." The teacher responds, "Do you still have family living there? Would you like to visit one day?"</p> <p>Teacher explains to students that groupings are based on their student interest surveys. Each group is given three authentic articles among which to choose.</p>	<p>Several students bring in authentic resources/materials from their own culture to share with classmates. Classmates ask questions about resources and compare them to their own and to those of the Spanish-speaking world.</p> <p>The teacher has selected a variety of multicultural literature from the Spanish-speaking world that is representative of her student population. The teacher asks students in advance to share their experiences with the class.</p> <p>Students self-select their groups based on their interests. Groups brainstorm a list of suggested readings and decide on three authentic articles to read.</p>

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ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Environment supportive of intellectual risk-taking	Creates a learning environment that discourages students from taking intellectual risks.	Creates a learning environment in which some students are willing to take intellectual risks.	Creates a learning environment in which most students are willing to take intellectual risks.	Students are willing to take intellectual risks and are encouraged to respectfully question or challenge ideas presented by the teacher or other students.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	SAMPLE EVIDENCE			
	<p>When one student answers a question incorrectly, the students laugh and say, "That's lame!" The teacher does not respond.</p> <p>Teacher asks, "How do you determine the difference between addressing someone formally or informally?"</p> <p>Not one student raises a hand to participate. Teacher waits for someone to respond.</p>	<p>When one student answers a question incorrectly, the students laugh and the teacher says, "It's OK, we all make mistakes sometimes," and the teacher moves on with the lesson.</p> <p>Teacher asks, "How do you determine the difference between addressing someone formally or informally?"</p> <p>Only four students in the class raise their hands to offer an answer.</p>	<p>When one student answers incorrectly, the teacher says, "Well, let's think about that for a minute. Does the verb ending reflect the subject of the sentence?"</p> <p>Teacher asks, "How do you determine the difference between addressing someone formally or informally? Write down your answer on a piece of paper." All 23 students write down a response. Then the teacher instructs students to check in with their table partners and share their responses. When the teacher asks the whole class the question, all hands go up.</p>	<p>When a student answers incorrectly, another student says, "Carmen, I don't think your verb ending matches the subject pronoun. You've used the ending for he or she and the subject pronoun is I."</p> <p>When the teacher asks students to discuss with their table partners, "How do you determine the difference between addressing someone formally or informally?" students at each table share their thoughts and respond to one another's questions. For example, one asks his table partners, "If I want to ask my grandmother a question, do I address her formally or informally?" Another student replies, "Normally, you would not need to address her formally because she is a family member." Another student says, "But she is an adult who should be respected, so I think you should address her formally."</p>

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	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
High expectations for student learning	Establishes low expectations for student learning.	Establishes expectations for learning for some, but not all students; OR is inconsistent in communicating high expectations for student learning.	Establishes and consistently reinforces high expectations for learning for all students.	Creates opportunities for students to set high goals and take responsibility for their own learning.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	SAMPLE EVIDENCE			
	<p>Teacher says, "Only a few of you are ready for our challenge task. I will call you up to explain the task to you individually while the rest of you will complete this worksheet. Maybe the next time you will be ready to take the challenge."</p> <p>As students enter the classroom, they sit and talk in small groups. When the bell rings, the teacher reminds students, "The bell has rung, it is time to get started." The teacher then passes out a story to read and tells the students, "I know this is an easy story for you. So I want you to read it and answer the questions on the attached sheet. So, let's get it done."</p>	<p>Teacher says, "How many of you think you are ready for our challenge task." Only three students raise their hands. The teacher says, "Good, I will call you up to explain the task to you individually while the rest of you finish the worksheet."</p> <p>As students enter the room, they place their homework in the basket on the counter and pick up a Do Now from the front table. The Do Now is a short worksheet with five sentence starters. When the bell rings, the teacher tells students to put the Do Now away and begins the lesson. When one student asks if they are going to go over the Do Now, the teacher says, "We don't have time."</p>	<p>Teacher says, "I know you are all ready for our challenge task! You are going to write a newspaper article in Spanish. You can pick your topic and the type of article you want to write." Several students say, "But we don't know that much Spanish yet." The teacher says, "You have a basic vocabulary and understanding to write an article. I will help you and you will help each other. I know you can do this! So let's brainstorm some ideas..." Twelve students raise their hands and begin sharing ideas.</p> <p>As students enter the room, they place their homework in the basket on the counter and pick up a Do Now from the front table. The Do Now is a short worksheet with five sentence starters. When the bell rings, Teacher says, "These sentence starters will help you all become more proficient in your speaking skills." The teacher then asks for students to volunteer to share one of their sentences with the class. After several students share, the teacher tells students that they will continue this activity daily, so they can practice their skills.</p>	<p>As students begin to work in groups to plan their newspaper articles, one Student says, "Let's begin with a brainstorm. Last time that helped us get all our ideas out before we made a decision."</p> <p>Student says, "We can use the Internet to find some ideas and if we don't know the words, we can look them up."</p> <p>Student says, "I was able to use our new learning about restaurant expressions this weekend. I ordered my food in Spanish at a Mexican restaurant."</p>

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ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
High expectations for student learning	Establishes low expectations for student learning.	Establishes expectations for learning for some, but not all students; OR is inconsistent in communicating high expectations for student learning.	Establishes and consistently reinforces high expectations for learning for all students.	Creates opportunities for students to set high goals and take responsibility for their own learning.
	Data charts on the wall indicate that students have not recorded progress toward their personal goals in the target language [TL] on their data chart for three weeks (reading log, behavioral goal, homework completion, etc.).	Data charts on the wall indicate only 10 out of the 26 students have recorded their progress toward their personal goals [TL] on their data chart in the last three weeks (reading log, behavioral goal, homework completion, etc.).	Data charts on the wall indicate students record their progress toward their personal goals [TL] weekly on their data chart and in their portfolios (reading log, behavioral goal, homework completion, etc.).	Students adjust personal goals [TL] based on analysis of their performance data. A student says, "This would be great evidence for my portfolio."

1: CLASSROOM ENVIRONMENT, STUDENT ENGAGEMENT AND COMMITMENT TO LEARNING

Teachers promote **student engagement, independence and interdependence** in learning and facilitate a positive learning community by:

Indicator 1b: Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p>Communicating, reinforcing and maintaining appropriate standards of behavior</p> <p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	Demonstrates little or no evidence that standards of behavior have been established; and/or minimally enforces expectations (e.g., rules and consequences) resulting in interference with student learning.	Establishes standards of behavior but inconsistently enforces expectations resulting in some interference with student learning.	Establishes high standards of behavior, which are consistently reinforced resulting in little or no interference with student learning.	Student behavior is completely appropriate OR Teacher seamlessly responds to misbehavior without any loss of instructional time.
	SAMPLE EVIDENCE			
	Teacher sees six students on their cell phones but says nothing.	Teacher tells students to put away their cell phones (“Mettez votre téléphone cellulaire loin.”) Four of six do, but the teacher does not address the two who do not.	Some students are using cell phones and texting. The teacher refers to posted expectations (“Regardez ici. Qu’est-ce que la règle dire sur l’utilisation de téléphones cellulaires en classe?”) and takes the phones from the students using them. The teacher places the phone on the desk until the class ends.	One student takes out a cell phone. Another student reminds him of the rules and tells the student, “Put that away or she’ll take it. You know it’s not allowed.” The student puts away the phone.
Students are having conversations while the teacher is giving directions. The teacher does not address the students. After the teacher is finished giving the directions, six of the students who were talking, ask questions about the directions. The teacher says, “I just finished explaining that. Weren’t you listening?”	Teacher reminds the whole class to be quiet while she is giving directions. Some students quiet down but the teacher does not address the three students who are still talking. Teacher walks around the room and approaches a group of students who are talking to remind them to quiet down. Teacher says to another group, “Thank you, for quietly waiting for us to start.”	Teacher raises her hand to get the attention of the students. The students put up their hands and stop talking. The teacher then begins to give directions for the next activity. Teacher walks around the room and approaches a group of students who are talking and stands by them. They stop talking. The teacher continues to give directions.	One student starts to talk to another while the teacher is giving directions. Another student responds, “Shh (finger to lips), the teacher is giving directions and we don’t want to miss them. We can’t talk right now.”	

1: CLASSROOM ENVIRONMENT, STUDENT ENGAGEMENT AND COMMITMENT TO LEARNING

Teachers promote **student engagement, independence and interdependence** in learning and facilitate a positive learning community by:

Indicator 1b: Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Communicating, reinforcing and maintaining appropriate standards of behavior	Demonstrates little or no evidence that standards of behavior have been established; and/or minimally enforces expectations (e.g., rules and consequences) resulting in interference with student learning.	Establishes standards of behavior but inconsistently enforces expectations resulting in some interference with student learning.	Establishes high standards of behavior, which are consistently reinforced resulting in little or no interference with student learning.	Student behavior is completely appropriate OR Teacher seamlessly responds to misbehavior without any loss of instructional time.
	Teacher enters the classroom at the sound of the bell. None of the students have started the Do Now. The teacher asks, "How many of you did the Do Now?" No one raises their hand. The teacher says, "You are supposed to start it as soon as you come into the room." Then the teacher tells students they will do it tomorrow.	Teacher enters the classroom at the sound of the bell. Eight of the students have started the Do Now. The teacher compliments them for getting started as soon as they entered the room. Then the teacher asks students to share their responses to the Do Now.	Teacher enters the classroom at the sound of the bell. All the students have started the Do Now. Teacher takes attendance and then asks students (in the target language) to respond to the Do Now. After the Do Now, students take out their books and notebooks without teacher prompting.	Before the bell rings, students enter the room and begin the Do Now. As they finish the Do Now, they take out their books and notebooks. One student from each table group gets student packets from the shelf and passes them out to the groups.

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Indicator 1b: Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Promoting social competence and responsible behavior <i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	Provides little to no instruction and/or opportunities for students to develop social skills and responsible behavior.	Inconsistently teaches, models, and/or reinforces social skills; does not routinely provide students with opportunities to self-regulate and take responsibility for their actions.	When necessary, explicitly teaches, models, and/or positively reinforces social skills; routinely builds students' capacity to self-regulate and take responsibility for their actions	Students take an active role in maintaining high standards of behaviors OR Students are encouraged to independently use proactive strategies and social skills and take responsibility for their actions.
	SAMPLE EVIDENCE			
	The majority of pairs use English and/or are off task. The teacher does not address it. Teacher directs class: "Speak in the target language" but then ignores students speaking in English.	Several pairs conduct an activity in English and/or are off task. Teacher asks the whole class to use the target language. A few minutes later several pairs return to English and the teacher ignores it/does not respond Teacher reminds one group to speak in the target language but ignores another group's English.	Students are engaged during a paired activity. The teacher refers to the "activity expectations" as one pair speaks in English. The pair responds in the target language. Teacher says (in the target language), "I hear Group A speaking in the target language. Great work, that's exactly what we all should be doing."	One student says to another in a pair, "Remember we need to use the target language." The partner re-engages in the target language. Students remind each other to speak in the target language by saying "en español" or the equivalent in another target language.

1: CLASSROOM ENVIRONMENT, STUDENT ENGAGEMENT AND COMMITMENT TO LEARNING

Teachers promote *student engagement, independence and interdependence* in learning and facilitate a positive learning community by:

Indicator 1c: Maximizing instructional time by effectively managing routines and transitions.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Routines and transitions appropriate to needs of students	Does not establish or ineffectively establishes routines and transitions, resulting in significant loss of instructional time.	Inconsistently establishes routines and transitions, resulting in some loss of instructional time.	Establishes routines and transitions resulting in maximized instructional time.	Teacher encourages and/or provides opportunities for students to independently facilitate routines and transitions.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	SAMPLE EVIDENCE			
	Teacher tells students to move into groups and students walk around talking to each other. They argue about who belongs in which group. It takes 12 minutes for students to get into groups.	Students move into groups after some distraction. Materials for groups are not available on tables. The teacher waits until all groups have assembled to start passing out individual papers. It takes seven minutes for the groups to get prepared to begin.	Teacher tells students to move into their conversation groups. All students immediately move to their established groups and know their roles. It takes 22 seconds for all students to get into their groups.	Teacher announces that the next activity will be a paired conversation. Students immediately find their pre-assigned partner and begin work on the topic that is available on the SMARTBoard for all to see.
	Teacher uses a classroom set of books daily. Teacher tells students, "Go get your books." Students do not know where they are in the room and argue about having to get up to get them.	Teacher uses a classroom set of books daily. Teacher says, "We need our books." Some students line up single file in front of the shelf and teacher passes out books individually.	Teacher uses a classroom set of books daily. Teacher says, "We need our books. Those of you assigned to each row please distribute the books." Assigned students immediately proceed to pass out books	Teacher uses a classroom set of books daily. Upon entering the room, students proceed to the bookshelf immediately, and by the time the bell rings all students have a book.
There is an unexpected fire drill 10 minutes into class. Upon return to class, teacher states that there is no time to do what was planned.	There is an unexpected fire drill 10 minutes into class. Upon return to class, the teacher says, "We'll have to work fast today. We have a lot to do and we have a quiz tomorrow so we have to finish."	There is an unexpected fire drill 10 minutes into class. Upon return to class, teacher says, "We will not be able to do both things that I had planned—our conversation and the journal entry today." Teacher asks students to decide which one they want to do. Students reply, "Let's work on the journal since we started the class with writing."	There is an unexpected fire drill 10 minutes into class. Upon returning, a student asks, "Are we going to be able to do the conversation and journal today? If not, can we do the conversations since we already started with a writing piece today? Then we can finish the journal writing for homework."	

2: PLANNING FOR ACTIVE LEARNING

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 2a: Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p>Content of lesson plan is aligned with standards</p> <p style="color: red; font-style: italic;"><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	Plans content that is misaligned with or does not address the Common Core State Standards and/or other appropriate Connecticut content standards	Plans content that partially addresses Common Core State Standards and/or other appropriate Connecticut content standards.	Plans content that directly addresses Common Core State Standards and/or other appropriate Connecticut content standards.	Plans for anticipation of misconceptions, ambiguities or challenges and considers multiple ways of how to address these in advance.
	SAMPLE EVIDENCE			
	Teacher lists all the Common Core State Standards (CCSS) and world language (WL) standards in the lesson plans.	Some of the CCSS and WL standards listed in the plan support the content of the lesson, but other standards listed are not addressed in the lesson.	Teacher has identified WL standards 1.5-6 (<i>Expand conversational ability based on new information, e.g., climate, seasons, school schedules, etc.</i>) and 2.5-6 (<i>Read simple texts in target language and answer simple questions, e.g., weather report, travel poster or brochure, TV Guide, etc.</i>), which will be addressed in the content of the lesson. Teacher says all lesson activities are designed to build student learning of these standards.	The planned lesson includes three different activities: (1) students will work with partners to engage in a conversation about the season and climate of a student selected area; (2) students will write in the target language about the seasons and climate; (3) students will read a text about the climate and seasons and create simple questions in the target language based on their reading.

2: PLANNING FOR ACTIVE LEARNING

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 2a: Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Content of lesson plan is aligned with standards	Plans content that is misaligned with or does not address the Common Core State Standards and/or other appropriate Connecticut content standards	Plans content that partially addresses Common Core State Standards and/or other appropriate Connecticut content standards.	Plans content that directly addresses Common Core State Standards and/or other appropriate Connecticut content standards.	Plans for anticipation of misconceptions, ambiguities or challenges and considers multiple ways of how to address these in advance.
	Lesson objective—students will communicate orally in target language (TL) about their daily routines (Daily routines: waking up, brushing teeth, grooming oneself, getting dressed, etc.). Teacher plans to have students draw a picture of each activity and write one sentence to describe the activity.	Lesson objective—students will communicate orally in target language about their daily routines (Daily routines: waking up, brushing teeth, grooming oneself, getting dressed, etc.). Teacher plans to have students draw a picture of each activity, write a brief description of the activity, and share the picture and description with a partner (CCSS ELA-Literacy SL. 8.1, WL standards 1.1 and 1.3).	Lesson objective—students will communicate orally in target language about their daily routines (Daily routines: waking up, brushing teeth, grooming oneself, getting dressed, etc.). Teacher plans to model the activity by providing students with an authentic, sample dialogue recording that includes daily routines and structures necessary to communicate. Students will also be provided with a graphic organizer to facilitate communication. Students will work in pairs. They will choose one daily activity and plan a conversation around the activity. They will then share out (CCSS ELA-Literacy SL 8.1, WL standards 1.1 and 1.3).	Lesson objective is to have students communicate orally in target language about their daily routines in groups of two or three (Daily routines: waking up, brushing teeth, grooming oneself, getting dressed, etc.). Teacher plans to provide students with a choice of how they will develop and share a conversation. They can model it in front of the class, record it, or suggest their own idea (CCSS ELA-Literacy SL 8.1, WL standards 1.1 and 1.3). Following the lesson, the teacher plans to have students interview their pen pals about their daily routines in the target language.

2: PLANNING FOR ACTIVE LEARNING

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 2a: Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p>Content of lesson appropriate to sequence of lessons and appropriate level of challenge</p> <p style="color: red; font-style: italic;"><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<p>Does not appropriately sequence content of the lesson plan.</p>	<p>Partially aligns content of the lesson plan within the sequence of lessons; and inconsistently supports an appropriate level of challenge.</p>	<p>Aligns content of the lesson plan within the sequence of lessons; and supports an appropriate level of challenge.</p>	<p>Plans to challenges students to extend their learning to make interdisciplinary connections.</p>
	SAMPLE EVIDENCE			
	<p>Teacher plans for students to be able to write a paragraph explaining when to use <i>gusta/gustan</i> and how to say what you like/dislike and why or why not. The lesson will begin with students completing a three-minute "free write" that answers the prompt: Describe a typical day.</p>	<p>Teacher plans for students to be able to write a paragraph explaining when to use <i>gusta/gustan</i> and how to say what you like/dislike and why or why not. (CCSS ELA-Literacy. W.8.2.C, World Language Standard 1.1). The lesson will begin by having students make two lists: one with activities they like to do and one for activities that they dislike. Next, teacher plans to have students pair up to review the use of <i>gusta/gustan</i>. For homework, students will write a paragraph about when to use <i>gusta/gustan</i>.</p>	<p>Teacher plans for students to be able to write a paragraph explaining when to use <i>gusta/gustan</i> and how to say what you like/dislike and why or why not (CCSS ELA-Literacy. W.8.2.C, World Language Standard 1.1).</p> <p>Teacher plans a warm-up to review of <i>gusta/gustan</i> as independent practice. Next, students will share their warm-ups with a partner.</p> <p>Whole class review using <i>gusta</i> or <i>gustan</i> with <i>gustar</i> on the SMARTBoard.</p> <p>Whole class discussion—when to use <i>gusta/gustan</i> and how to say what you like/dislike and why or why not.</p> <p>Homework—Write a paragraph in journal explaining when to use <i>gusta/gustan</i> and how to say what you like/dislike and why or why not.</p>	<p>The teacher plans to extend the lesson for students by having students create a short presentation using the words <i>gusta/gustan</i>. The students can choose the format of the presentation. The teacher will provide a rubric and a self-assessment guide.</p>

2: PLANNING FOR ACTIVE LEARNING

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 2a: Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Content of lesson appropriate to sequence of lessons and appropriate level of challenge	Does not appropriately sequence content of the lesson plan.	Partially aligns content of the lesson plan within the sequence of lessons; and inconsistently supports an appropriate level of challenge.	Aligns content of the lesson plan within the sequence of lessons; and supports an appropriate level of challenge.	Plans to challenges students to extend their learning to make interdisciplinary connections.
	<p>Day three in a five-day series of lessons on daily routines and the use of reflexive verbs: The teacher plans to check student work for completion and complete handouts on vocabulary words. Students will then write a paragraph about their family relationships.</p> <p>The teacher plans to provide students with a pen-pal letter and three comprehension questions.</p>	<p>Day three in a five-day series of lessons on daily routines and reflexive verbs: The teacher plans for students to complete a crossword puzzle using the new reflexive verbs. Next, they will write a composition about "<i>La vida en familia</i>" where they talk about their daily routine and each member of their family.</p> <p>The teacher plans for students to complete an authentic cloze activity that describes a typical day in the life of an adolescent in France.</p>	<p>Day three in a five-day series of lessons on daily routines and reflexive verbs: The teacher plans for students to build on their application of reflexive verbs by creating a presentation with pictures representing their Daily Routine vocabulary. Student will choose words from their vocabulary list. Using pictures and words, they will create a visual presentation. The visuals will also reflect the cultural practices, products and perspectives of the countries of the target language.</p> <p>Teacher plans for students to read letters from their French pen pals that inform them of their daily routines. Students will then create comprehension questions based on the content of the pen-pal letter (CCSS ELA-Literacy. R.I. 8.3, World Language Standards 1.2).</p>	<p>Day three in a five-day series of lessons on daily routines: Students will extend their skills in using reflexive verbs to other content areas by selecting one of several different Spanish-speaking countries, comparing their daily routines to their own and writing about the routines using the reflexive verbs.</p> <p>The teacher plans for students to exchange their letters and respond to the comprehension questions they have created. Students will then research what a typical school day in the life of an adolescent from a French-speaking country (CCSS ELA-Literacy. R.I. 8.3, World Language Standards 1.2 and 2.1).</p>

2: PLANNING FOR ACTIVE LEARNING

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 2a: Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p>Use of data to determine students' prior knowledge and differentiation based on students' learning needs</p> <p style="color: red; font-style: italic;"><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<p>Uses general curriculum goals to plan common instruction and learning tasks without consideration of data, students' prior knowledge or different learning needs.</p>	<p>Uses appropriate, whole class data to plan instruction with limited attention to prior knowledge and/or skills of individual students.</p>	<p>Uses multiple sources of appropriate data to determine individual students' prior knowledge and skills to plan targeted, purposeful instruction that advances the learning of students.</p>	<p>Plans for students to identify their own learning needs based on their own individual data.</p>
	SAMPLE EVIDENCE			
	<p>Teacher uses textbook and pacing guide to plan lesson.</p> <p>Teacher plans for students to complete written exercises in their workbook.</p>	<p>Lesson is planned based solely on the previous year's assessment test data.</p> <p>The teacher plans for the whole class responses to teacher prompts using correct greetings in target language.</p>	<p>Lesson plan is based on student posts about the weather, on the class web page, along with prior assessment data and observation of student needs. Because of the data, teacher plans to differentiate the lesson by grouping students according to their ability.</p> <p>The teacher said that he analyzed data from an exit slip (previous class). Based on the information, the teacher plans to provide one group with key vocabulary to assist in their responses using correct greetings. The teacher does not provide key vocabulary to a second group because they have a strong grasp of the vocabulary. A third group will develop their own questions using the correct greeting vocabulary.</p>	<p>Teacher plans for students to use their own assessment data to reflect on their progress and determine next steps.</p> <p>Based on formative assessment data, the teacher plans to provide students with a list of different writing scenarios to choose from to demonstrate their ability to use proper greetings in context.</p>

2: PLANNING FOR ACTIVE LEARNING

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 2a: Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge⁷ for all students.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Literacy strategies	Plans instruction that includes few opportunities for students to develop literacy skills or academic vocabulary.	Plans instruction that includes some opportunities for students to develop literacy skills or academic vocabulary in isolation.	Plans instruction that integrates literacy strategies and academic vocabulary.	Designs opportunities to allow students to independently select literacy strategies that support their learning for the task.
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	SAMPLE EVIDENCE			
	Teacher plans to give students a handout with new vocabulary words in the target language. Students will use the new vocabulary to complete the worksheet.	Teacher plans for students to make flash cards their new vocabulary words. Students will then pair up and quiz a partner using the flash cards.	Teacher plans for students to make flash cards their new vocabulary words. Flash cards will be color coded—blue for masculine, pink for feminine, green for verbs, purple for adjectives. Students will find pictures to illustrate the new vocabulary words. Once the cards are finished, students will work with partners to create a story using the new words. Each pair of students will read their story to the class to practice speaking in the target language.	Teacher plans to allow students to choose a strategy to learn and use, in both writing and speaking, the new vocabulary words.

2: PLANNING FOR ACTIVE LEARNING

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 2a: Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge⁷ for all students.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Literacy strategies	Plans instruction that includes few opportunities for students to develop literacy skills or academic vocabulary.	Plans instruction that includes some opportunities for students to develop literacy skills or academic vocabulary in isolation.	Plans instruction that integrates literacy strategies and academic vocabulary.	Designs opportunities to allow students to independently select literacy strategies that support their learning for the task.
	Teacher plans to have students copy a list of French words that have the same meaning in English (cognates). Students will complete a worksheet using the words in English.	Teacher plans to provide students with a list of cognates, French words that mean the same thing in English. The teacher will explain why the words are similar in both languages. Then students will complete a worksheet using the new words in the target language.	Teacher plans for the lesson to begin with students brainstorming a list of French words they may already know (e.g., baton, ballet, café, catalogue, caviar, chauffeur, collage, million, production); the teacher will prompt students to generate a list of 25 words. Students will use a graphic organizer with a column to record the words and other columns labeled What It Is/ What It Is Not/ Hypothesis; students will work in small groups to develop a hypothesis that describes the concept of cognates. The teacher will add more cognates for students to test their hypothesis. Finally the teacher will lead a whole-class discussion to check for understanding; students will defend their reasoning.	Teacher plans for students to read a text individually and identify the words they find challenging. The teacher then plans for students to work in groups to build each other's knowledge, use cognates and context clues to define the challenging words. Students practice using the words in authentic real-life situations.

2: PLANNING FOR ACTIVE LEARNING

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 2a: Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge⁷ for all students.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Literacy strategies	Plans instruction that includes few opportunities for students to develop literacy skills or academic vocabulary.	Plans instruction that includes some opportunities for students to develop literacy skills or academic vocabulary in isolation.	Plans instruction that integrates literacy strategies and academic vocabulary.	Designs opportunities to allow students to independently select literacy strategies that support their learning for the task.
	Teacher plans to provide students with a handout of words commonly used in restaurants. The teacher will lead students through reading a menu in the target language and translate it into English for the students.	Teacher plans to introduce students to the meaning of commonly used words and expressions related to food in the target language. The teacher plans to have students use the words to write about what they had for dinner.	Teacher plans to begin class with a warm-up. Students will be given a sample page from a menu in the target language and instructed to determine the meaning of underlined words within the text using their prior knowledge and other context clues. Students will compare their responses with an elbow partner and make any changes. The whole class will share responses. Next, students will take turns reading a short dialogue with their partners to practice pronunciation.	Teacher plans to provide students with the task of determining the meaning of additional challenging words related to food in the target language. Students will have the option to self-select a preferred strategy to define the challenging words and create a scenario using the words (word mapping, visual dictionary, applying words in writing, root words etc.).

2: PLANNING FOR ACTIVE LEARNING

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 2b: Planning instruction to cognitively engage students in the content.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p>Strategies, tasks and questions cognitively engage students</p> <p style="color: red; font-style: italic;"><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<p>Plans instructional tasks that limit opportunities for students' cognitive engagement.</p>	<p>Plans primarily teacher directed instructional strategies, tasks and questions that provide some opportunities for students' cognitive engagement.</p>	<p>Plans instructional strategies, tasks and questions that promote student cognitive engagement through problem-solving, critical or creative thinking, discourse or inquiry-based learning and /or application to other situations.</p>	<p>Plans to release responsibility to the students to apply and/or extend learning beyond the learning expectation.</p>
SAMPLE EVIDENCE				
	<p>Teacher identifies an authentic informational text in the target language that he plans to read to the students. Teacher will provide an English version of the text so students can understand the passage he is reading to them.</p>	<p>Teacher identifies an authentic informational text in the target language for an analysis of cultural practices, perspectives and products. The teacher plans to ask a series of text dependent questions— most of the answers are stated explicitly in the text.</p>	<p>Teacher identifies an authentic informational text in the target language. Students will read the text for in-depth analysis and answer questions that will lead students to a deeper understanding of cultural practices, perspectives and products. The questions begin with recall and move to higher level thinking questions. Teacher plans for students to underline or highlight any information that may help them answer the questions. Students will be required to prove all their answers by referencing evidence from the text.</p>	<p>Teacher identifies multiple authentic informational texts in the target language for an in-depth analysis and plans for students to generate their own questions.</p>

2: PLANNING FOR ACTIVE LEARNING

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 2b: Planning instruction to cognitively engage students in the content.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Strategies, tasks and questions cognitively engage students	Plans instructional tasks that limit opportunities for students' cognitive engagement.	Plans primarily teacher directed instructional strategies, tasks and questions that provide some opportunities for students' cognitive engagement.	Plans instructional strategies, tasks and questions that promote student cognitive engagement through problem-solving, critical or creative thinking, discourse or inquiry-based learning and /or application to other situations.	Plans to release responsibility to the students to apply and/or extend learning beyond the learning expectation.
	Planned task is for students to finish practice sheet on the conjugation and use of the verb <i>jugar</i> .	Teacher reviews the conjugation and use of the verb <i>jugar</i> by asking students if they play different sports. Teacher asks students to write about the sports they prefer.	Planned tasks are for teacher to pass out situational cards to half the class that are labeled 2A and to the rest of the class situational cards that are labeled 2B. The students will be paired up with each other and perform their roles that are given to them, which require them to use the verb <i>jugar</i> to describe their preferences regarding the sports they play. The students will have two to four minutes to think of things they might say, but they are not allowed to write anything down. After they have had time to practice they will get with another person and perform the situation. After they have had some time to work on this, the teacher will have the students do it in front of the class.	Additionally, as a culminating project, the teacher plans to provide students with choices (Storyboard, voice thread, role-playing, recording a podcast, PowerPoint, Prezi etc.), to demonstrate their understanding of the sports that adolescents from South America prefer to play.

2: PLANNING FOR ACTIVE LEARNING

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 2b: Planning instruction to cognitively engage students in the content.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<p>Instructional resources and flexible groupings support cognitive engagement and new learning.</p> <p style="color: red; font-style: italic;"><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<p>Selects or designs resources and/or groupings that do not cognitively engage students or support new learning.</p>	<p>Selects or designs resources and/or groupings that minimally engage students cognitively and minimally support new learning.</p>	<p>Selects or designs resources and/or flexible groupings that cognitively engage students in real world, global and/or career connections that support new learning.</p>	<p>Selects or designs resources for interdisciplinary connections that cognitively engage students and extend new learning.</p>
SAMPLE EVIDENCE				
	<p>The teacher will read an authentic email message sent by Edgardo describing himself and his country and ask questions about the email.</p> <p>Teacher plans for students to use their textbook to learn about life in France. They will read the selection together as a whole class and answer questions in the text.</p>	<p>The teacher will allow students to pick their own groups. They will read an authentic email message sent by Edgardo describing himself and his country. In their groups, students will answer teacher-developed questions about his email.</p> <p>Teacher plans for students to use their textbook to learn about life in France. The teacher will also show students a PowerPoint that she developed to supplement the text.</p>	<p>The teacher has previously determined groups based on skill level. Group 1 will independently read an authentic email message sent by Edgardo describing himself and his country. They will skim for details about what Edgardo likes and does not like and develop five questions about the email.</p> <p>Group 2 will listen to a recording of the email being read as they follow along with a copy of the email. They will highlight words they don't know and use the computer to find out what the words mean. Then they will underline details about what Edgardo likes and does not like and answer teacher-developed questions about the email.</p> <p>Teacher plans to supplement the textbook by having students use the computer to conduct research and create a PowerPoint about life in France.</p>	<p>Teacher plans to group students by according to their specific responses about various countries, then students will research that country and identify specific details about an adolescent's daily life in that country.</p> <p>Teacher allows students to visit Yahoo France or other language websites to select an article of their choice on life in France. Students will choose an area to research and then compare life in France to life in the US. They will be allowed to choose their method of presentation.</p>

2: PLANNING FOR ACTIVE LEARNING

*Teachers plan instruction to **engage students in rigorous and relevant learning** and to **promote their curiosity about the world at large** by:*

Indicator 2c: Selecting appropriate assessment strategies to monitor student progress.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Criteria for student success <i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	Does not plan criteria for student success; and/or does not plan opportunities for students to self-assess.	Plans general criteria for student success; and/or plans some opportunities for students to self-assess.	Plans specific criteria for student success; and plans opportunities for students to self-assess using the criteria.	Plans to include students in developing criteria for monitoring their own success.
SAMPLE EVIDENCE				
	Teacher's plan states, "Students will learn about the present tense."	Teacher's plan states, "Students will know forms for -ar verbs in the present tense."	Teacher's plan provides opportunities for students to practice formation of -ar verbs in writing and in speech. It also contains a formative assessment at the end of the lesson in which students must write three sentences using -ar verbs in the correct form.	Teacher's plan includes an exercise in which students identify errors in -ar verbs use written by another (fictitious) student. Students work in pairs to identify sentences with errors. The plan requires student pairs to use the verb correctly in a new sentence and provide feedback to one another on the correct use and pronunciation.
	Teacher's plan states, "Write an email." Teacher says he doesn't have any specific criteria in mind. He just wants students to write an email.	Teacher's plan states, "Write an email describing yourself to a host family. Write five sentences." Teacher says, "The criteria for success on this assignment are that students will follow the instructions."	Teacher's plan states, "Write an email describing yourself. You must have two physical descriptions, one activity you like to do, and one personality description." Teacher plans to share a model description with students to help them understand what to do.	Students read three emails from others describing themselves to a host family. Students decide which descriptions are strongest and list the reasons why. A whole-class discussion results in a list of criteria/required information for the email.
	Teacher's plan states, "Students will hand in work at the end of the period."	Teacher's plan states, "Students will count the number of sentences they have written before they submit."	Teacher's plan states, "Students will use their assessment checklist to grade themselves before handing in their work. They must include written comments that explain their self-assessment."	Teacher's plan states, "Students will work with a partner to peer edit and revise their work before submitting based on peer feedback using the criteria listed."

2: PLANNING FOR ACTIVE LEARNING

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 2c: Selecting appropriate assessment strategies to monitor student progress.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Ongoing assessment of student learning	Plans assessment strategies that are limited or not aligned to intended instructional outcomes.	Plans assessment strategies that are partially aligned to intended instructional outcomes OR strategies that elicit only minimal evidence of student learning.	Plans assessment strategies to elicit specific evidence of student learning of intended instructional outcomes at critical points throughout the lesson.	Plans strategies to engage students in using assessment criteria to self-monitor and reflect upon their own progress.
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	SAMPLE EVIDENCE			
	Teacher plans to give a graded quiz at the end of the period on forming yes/no questions.	Teacher plans to use thumbs-up responses for whole class questions on forming yes/no questions throughout the period.	Teacher plans to use mini-white boards twice during group work and as an exit slip to determine student ability to form yes/no questions.	Students complete a self-graded assessment on yes/no question formation. Students make comments and suggestions to themselves in writing on their self-assessment regarding how to improve.

3: INSTRUCTION FOR ACTIVE LEARNING

Teachers plan instruction to **engage students in rigorous and relevant learning** and to **promote their curiosity about the world at large** by:

Indicator 3a: Implementing instructional content for learning.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Instructional purpose	Does not clearly communicate learning expectations to students.	Communicates learning expectations to students and sets a general purpose for instruction, which may require further clarification.	Clearly communicates learning expectation to student and sets a specific purpose or instruction and helps student to see how the learning is aligned with Common Core State Standards and/or other appropriate Connecticut content standards.	Students are encouraged to explain how the learning is situated within the broader learning context/curriculum.
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	SAMPLE EVIDENCE			
	Teacher passes out a worksheet on the verbs <i>avoir</i> and <i>être</i> and tells students to complete it and hand in at the end of the period.	Teacher says, "We are continuing with the verbs <i>avoir</i> and <i>être</i> and you will be practicing using these verbs today."	Teacher says, "Yesterday we were introduced to the verbs <i>avoir</i> and <i>être</i> . After our lesson today you will be able explain the difference between these two verbs and when it is appropriate to use them."	Teachers asks, "Talk to your partner and explain one way that knowing the verbs <i>avoir</i> and <i>être</i> will help you connect what you already have learned in French."

3: INSTRUCTION FOR ACTIVE LEARNING

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 3a: Implementing instructional content for learning.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Content accuracy	Makes multiple content errors.	Makes minor content errors.	Makes no content errors.	Invites students to explain the content to their classmates.
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	SAMPLE EVIDENCE			
	Teacher writes sample sentences on the board with more than one gender agreement error.	Teacher has 10 sample sentences on board, but one contains a gender agreement error.	Teacher has 10 sample sentences on board without any errors. Student asks, "Are there any rules to know if a noun is masculine or feminine?" Teacher provides at least one general rule for determining gender, and then asks students to look at the samples and share their own thinking about possible rules.	Teacher gives a list of words that follow a pattern and asks students to determine the rule for that type of word to their table partners. Teacher asks students to expand the list with words they have learned that follow this pattern.

3: INSTRUCTION FOR ACTIVE LEARNING

Teachers plan instruction to **engage students in rigorous and relevant learning** and to **promote their curiosity about the world at large** by:

Indicator 3a: Implementing instructional content for learning.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Content progression and level of challenge	Presents instructional content that lacks a logical progression; and/or level of challenge is at an inappropriate level to advance student learning.	Presents instructional content in a generally logical progression and/or at a somewhat appropriate level of challenge to advance student learning.	Clearly presents instructional content in a logical and purposeful progression and at an appropriate level of challenge to advance learning of all students.	Challenges students to extend their learning beyond the lesson expectations and make cross-curricular connections.
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	SAMPLE EVIDENCE			
	Teacher hands out a text on cultural holidays and tells students to read the first paragraph and paraphrase it. Five students ask, "What is paraphrasing?" Teacher says, "Just reword it."	Teacher hands out a reading on cultural holidays, reads and paraphrases the entire first paragraph as a whole-class activity and asks students to take notes. When working on second paragraph, one student asks, "Can I just change a few words here and there?" Teacher says, "No" but does not explain further.	Teacher explains paraphrasing and shows two examples. Students practice by paraphrasing isolated sentences in pairs and share their work with class. Students discuss word choice and offer other paraphrases. Teacher asks, "Are there other words that we can use to express the same meaning as the words the author uses here? Let's make a list." Students offer answers	Teacher has worked with a science teacher to provide a translation or close equivalent in the target language (TL) to a reading in another class. Students say, "Is this what we are learning in science right now?" Teacher says, "Yes, what do you already know about the topic or how the author is expressing his ideas?" Students provide answers as a basis before beginning a paraphrase activity in Spanish.

3: INSTRUCTION FOR ACTIVE LEARNING

Teachers plan instruction to **engage students in rigorous and relevant learning** and to **promote their curiosity about the world at large** by:

Indicator 3a: Implementing instructional content for learning.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Literacy strategies	Presents instruction with few opportunities for students to develop literacy skills or academic vocabulary.	Presents instruction with some opportunities for students to develop literacy skills and/or academic vocabulary.	Presents instruction that consistently integrates multiple literacy strategies and explicit instruction in academic vocabulary.	Provides opportunities for students to independently select literacy strategies that support their learning.
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	SAMPLE EVIDENCE			
	<p>Teacher requires independent reading of an authentic text with many unfamiliar words without any instruction in vocabulary.</p> <p>Several students say, "We don't know any of these words." Teacher says, "Just keep going and skip what you don't know."</p>	<p>Teacher passes out a vocabulary list and reads the words and definitions to the class before students start reading.</p>	<p>Teacher says, "Read the first sentence and find the one word you haven't learned in this class." Student gives an answer. Teacher says, "OK, can we use the meaning of the words we know in this sentence to help us figure out what the word might mean?" Students say, "Yes."</p> <p>Next, students discuss possibilities with each other and offer answers.</p>	<p>In pairs, students read the text. One student asks another, "What does this mean?" The other student says, "I'm not sure, let's look at the rest of the sentence. The sentence is about food she doesn't like so I think that word might mean 'yuck,' or something like it. Does that make sense to you?"</p>

3: INSTRUCTION FOR ACTIVE LEARNING

Teachers plan instruction to **engage students in rigorous and relevant learning** and to **promote their curiosity about the world at large** by:

Indicator 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Strategies, tasks and questions	Includes tasks that do not lead students to construct new and meaningful learning and that focus primarily on low cognitive demand or recall of information.	Includes a combination of tasks and questions in an attempt to lead students to construct new learning, but are of low cognitive demand and/or recall of information with some opportunities for problem-solving, critical thinking and/or purposeful discourse or inquiry.	Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated recall, problem solving, critical and creative thinking, purposeful discourse and/or inquiry. At times, students take the lead and develop their own questions and problem solving strategies.	Includes opportunities for students to work collaboratively to generate their own questions and problem-solving strategies, synthesize and communicate information.
<p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	SAMPLE EVIDENCE			
	Teacher holds up a picture and students respond with the correct word: cake-gateau, dog-chien, cat-chat.	Teacher holds up pictures and asks students simple questions about the pictures using the target language. Students respond to the questions with <i>oui</i> or <i>non</i> . Then students are asked to draw their own pictures to illustrate the same words.	Teacher holds up pictures and asks students simple questions about the pictures using the target language. Students respond to the questions with <i>oui</i> or <i>non</i> . Teacher then follows up with questions about what is being done in the picture (<i>qu'est-ce qu'elle fait</i>) and asks students to respond in the target language. Teacher then asks students to select three of the pictures and write their own questions and then exchange the questions with a partner and engage in a Q/A with their partners.	Students use the computer to find five pictures that illustrate their new words, then write a dialogue between two imaginary people that is a Q/A about the pictures.

3: INSTRUCTION FOR ACTIVE LEARNING

Teachers plan instruction to *engage students in rigorous and relevant learning* and to *promote their curiosity about the world at large* by:

Indicator 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Strategies, tasks and questions	Includes tasks that do not lead students to construct new and meaningful learning and that focus primarily on low cognitive demand or recall of information.	Includes a combination of tasks and questions in an attempt to lead students to construct new learning, but are of low cognitive demand and/or recall of information with some opportunities for problem-solving, critical thinking and/or purposeful discourse or inquiry.	Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated recall, problem solving, critical and creative thinking, purposeful discourse and/or inquiry. At times, students take the lead and develop their own questions and problem solving strategies.	Includes opportunities for students to work collaboratively to generate their own questions and problem-solving strategies, synthesize and communicate information.
	Teacher says, "Memorize these questions and be ready to use them tomorrow."	Teacher says, "Listen to this song about growing old." Student says, "It was too fast, I didn't understand any of it." Teacher repeats the song a couple of times and gives a brief explanation in English.	Teacher hands out song lyrics with blanks and tells students to fill in the blanks with the missing words as the song is played. Students fill in blanks with words they hear. Teacher asks, "What words did you hear/write in the blanks?" Students respond while teacher writes responses on the board. Teacher then asks the class which word best fits and evokes a class discussion.	Students use YouTube and other audio sources to find similar songs with the theme of "growing old" from the target area/language and share it with the class.

3: INSTRUCTION FOR ACTIVE LEARNING

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Instructional resources and flexible groupings	Uses resources and/or groupings that do not cognitively engage students or support new learning.	Uses resources and/or groupings that minimally engage students cognitively and support new learning.	Uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways, including application of new learning to make interdisciplinary, real world, career or global connections.	Promotes student ownership, self-direction and choice of resources and/or flexible groupings to develop their learning.
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	SAMPLE EVIDENCE			
	Teacher shows a cultural video about the customs of a specific holiday in Puerto Rico. Students answer comprehension questions on their own.	Teacher shows a cultural video about the customs of a specific holiday in Puerto Rico and asks comprehension questions to the whole class after the video. Some students answer orally.	Teacher shows a cultural video about the customs of a specific holiday in Puerto Rico. After the video, students are grouped heterogeneously to discuss the video. They are asked to generate a list of comparisons of traditions shown in the video to their own traditions.	In three heterogeneous groups, students each research a different country with the same target language (TL) and make comparisons on how the same holiday is celebrated. Students then create a learning center about their country's holiday. The class will have the chance in the next lesson to visit each center and complete an activity on the country.

3: INSTRUCTION FOR ACTIVE LEARNING

Teachers plan instruction to **engage students in rigorous and relevant learning** and to **promote their curiosity about the world at large** by:

Indicator 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Student responsibility and independence	Implements instruction that is primarily teacher-directed, providing little or no opportunities for students to develop independence as learners.	Implements instruction that is mostly teacher directed, but provides some opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements instruction that provides multiple opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements instruction that supports and challenges students to identify various ways to approach learning tasks that will be effective for them as individuals and will result in quality work.
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	SAMPLE EVIDENCE			
	Teacher writes a new verb and conjugation on the board and students copy it down in their notebooks.	Teacher writes a new verb and conjugation on the board and gives some groups of students similar verbs to conjugate together following the pattern presented.	The teacher gives a preassessment to begin the class. Students watch a video explaining the verb pattern. Pairs of students read a text containing mixed verb tenses and identify all the verbs in the pattern they studied the evening before. Students are then assigned to begin a "verb dictionary" or "verb scrapbook" that includes pictures to illustrate the verbs. Teacher tells them that they will continue to keep the dictionary throughout the course.	In groups, students are given an authentic reading that contains a new verb tense. Students decide to create a chart about the verbs (e.g., What did you notice about all the verbs? What rules do you think exist for this type of conjugation? and What questions do you have about these verbs?).

3: INSTRUCTION FOR ACTIVE LEARNING

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 3c: Assessing student learning, providing feedback to students and adjusting instruction.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Criteria for student success	Does not communicate criteria for success and/or opportunities for students to self-assess are rare	Communicates general criteria for success and provides limited opportunities for students to self-assess.	Communicates specific criteria for success and provides multiple opportunities for students to self-assess.	Integrates student input in generating specific criteria for assignments.
SAMPLE EVIDENCE				
<p style="color: red; font-style: italic;"><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p>	<p>Teacher says, "Read the article."</p> <p>Teacher has students perform a skit in the target language in front of the class. Teacher response to every group's skit was "Good, that was great," "Good job," "I really liked that."</p>	<p>Teacher has written on the board, "The goal today is to read an article about a school system." Teacher says, "As you read, compare your school day to the student and information in this article."</p> <p>Teacher has students perform a skit in the target language. Teacher responds to each skit with questions: "What is one thing you are proud of? What one thing could you do differently?"</p>	<p>Teacher has the goal written on the board: "You will compare and contrast schools in the US to schools in a Spanish speaking country using text evidence to support your ideas."</p> <p>Teacher passes out a rubric for answering compare/contrast questions including the required number of pieces of evidence from text, topic sentence, etc. The teacher asks students to read the criteria aloud in the target language and provides clarification and/or explanation as needed.</p> <p>Students are preparing to perform skits using the "who" and "where" questions they have learned; it will be recorded for the class digital library of practice videos for future practices or to share with parents and other grades. Students use the rubric to assess their written skit before performing, then adjust the skit based on the self-assessment. Next the teacher pairs groups and instructs students to perform their skit for their partner group; the group uses the rubric to assess their performance. After skits are recorded, students use iPads to watch their skit and assess their performance.</p>	<p>Teacher says, "Let's take a look at an answer to a compare and contrast question about food." The teacher asks students to share/generate reasons why the answer is strong and says, "Based on the student's answer, what criteria are necessary for a strong compare & contrast answer?" In groups, students generate a list of criteria. Students read an article about a school system and compare/contrast it to their own using the criteria they created.</p> <p>As students work on skit, one of the students suggests, "Let's record our skit and rate ourselves with the rubric. Then we will know how well we are doing this."</p>

3: INSTRUCTION FOR ACTIVE LEARNING

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 3c: Assessing student learning, providing feedback to students and adjusting instruction.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Ongoing assessment of student learning	Assesses student learning with focus limited to task completion and/or compliance rather than student achievement of lesson purpose/objective.	Assesses student learning with focus on whole-class progress toward achievement of the intended instructional outcomes.	Assesses student learning with focus on eliciting evidence of learning at critical points in the lesson in order to monitor individual and group progress toward achievement of the intended instructional outcomes.	Promotes students' independent monitoring and self-assess, helping themselves or their peers to improve their learning.
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	SAMPLE EVIDENCE			
	Teacher displays pictures of different aged people. Students have a worksheet with questions about the picture in the target language. Students complete the worksheet and the teacher checks it off in her grade book and instructs students to begin the next activity.	Teacher displays pictures of different aged people. Teacher points to a picture and asks, "¿Cómo te llamas?" Students respond chorally "si" or "no" to tell whether the teacher is using the correct form based on the person in the picture.	Teacher displays pictures of different aged people. Teacher points to picture and asks, "¿Cómo te llamas?" Students respond chorally "si" or "no" to tell whether the teacher is using the correct form based on the person in the picture. Then the teacher points to the pictures again, calling on individual students to answer. Then the teacher tells students that "A" is for "¿Cómo estás?" and "B" is for "¿Cómo está usted?" When the teacher points to different pictures, students will write A or B on the white board and hold it up. After the students display the letter, the teacher asks the students to write the corresponding sentence answer on their white boards.	Teacher has students create a dialogue based on the lesson and exchange the dialogue with partners to peer assess.

3: INSTRUCTION FOR ACTIVE LEARNING

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 3c: Assessing student learning, providing feedback to students and adjusting instruction.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Feedback to students	Provides no meaningful feedback or feedback lacks specificity and/or is inaccurate.	Provides feedback that partially guides students toward the intended instructional outcomes.	Provides individualized, descriptive feedback that is accurate, actionable and helps students advance their learning.	Encourages peer feedback that is specific and focuses on advancing student learning.
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	SAMPLE EVIDENCE			
	<p>Teacher marks the verb tense quiz with a D and does not provide any other feedback.</p> <p>Student says, "I'm finished." Teacher says, "That's impossible." The teacher does not provide anything for the student to work on, so the student takes out a notebook and begins drawing pictures.</p>	<p>Teacher grades a paper as D and says, "Please review the formation of the past tense. The errors affected your grade."</p> <p>Student says, "I can't think of anything else to write."</p> <p>Teacher says, "Do your best and think about what we talked about last week."</p>	<p>Teacher says, "Your paper did not include accurate expression of past actions. Correct the conjugation errors that I circled. In addition, add at least three words to the paragraph that would indicate a past action. Remember the time-specific words we learned last week. Resubmit tomorrow."</p> <p>Student says, "I read your comment and added two more specific pieces of evidence. I think my writing is much clearer now."</p>	<p>Teacher says, "We are going to our revision groups now, remember to use the peer-editing checklist to make notations. You will not make the corrections yourselves, but simply help each other identify areas where revisions are necessary. Be sure to include written comments."</p> <p>Students are working in groups. One student says to another, "I can't understand what you're saying here." The student responds, "Let me check. Oh, I can see it now! I used the wrong word. What I meant to say is ..."</p>

3: INSTRUCTION FOR ACTIVE LEARNING

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 3c: Assessing student learning, providing feedback to students and adjusting instruction.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Instructional adjustments	Makes no attempts to adjust instruction.	Makes some attempts to adjust instruction that is primarily in response to whole-group performance.	Adjusts instruction as necessary in response to individual and group performance	Students identify ways to adjust instruction that will be effective for them as individuals and results in quality work.
<i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i>	SAMPLE EVIDENCE			
	Teacher asks students, "Combien de personnes est-ce qu'il y a dans ta famille?" "I don't remember what that means." Teacher says, "You learned that last week. You should know what it means." The teacher continues the lesson.	Teacher asks students, "Combien de personnes est-ce qu'il y a dans ta famille? The students respond chorally with the number of people in their families.	Teacher asks students, "Combien de personnes est-ce qu'il y a dans ta famille?" Teacher tells students to write their answer on a sheet of paper. The teacher then asks, "Comment s'appelle ta mere? Comment s'appelle, ta pere?" The teacher walks around the room checking their answers. When the teacher notices several students don't have answers, the teacher asks the class if they can repeat the question. Several students raise their hands. The teacher writes the question on the board and asks questions to help students understand the question. "Are there any words in the question that you know?" The teacher circles those. She then reminds students to think back to last week when they discussed family relationships.	Teacher asks students if this lesson was helpful in learning how to talk about family relationships. What else might we do to help you remember how to use these phrases?