



Criteria	3 - Exemplary	2 - Proficient	1 - Emerging
Essential Questions	<ul style="list-style-type: none"> Engaging Thought provoking Guides student learning Questions tied to the topic or discipline Age appropriate 	<ul style="list-style-type: none"> Clear focus Eludes to an understanding 	<ul style="list-style-type: none"> Simplistic Uneven in quality Too many Questions unrelated to content or discipline
Content	<ul style="list-style-type: none"> Specific, clear & succinct References key concepts taught in unit Noun-driven topics In list form rather than narrative 	<ul style="list-style-type: none"> Describe main concepts Subject matter Identified 	<ul style="list-style-type: none"> Few topics/concepts identified Vague
Skills	<ul style="list-style-type: none"> Commence with action verb Precise & targeted to the standards Reflects proficiency levels Require higher levels of thinking 	<ul style="list-style-type: none"> Clear action verbs Measurable 	<ul style="list-style-type: none"> Generic verb Broad objectives Focused mainly on recall or lower levels of thinking
Assessment	<ul style="list-style-type: none"> Includes assessments FOR & OF learning Modified for student proficiency Wide-ranging Timely feedback is provided Would show evidence of student learning Clearly tied to standards 	<ul style="list-style-type: none"> Product or performance listed clearly Assessment focused around the intended skills Feedback provided 	<ul style="list-style-type: none"> Generic Varied narrowly Student expectation & role not noted Minimal feedback

Date Reviewed _____

Overall Strengths:
Areas for Improvement:



Criteria	3 - Exemplary	2 - Proficient	1 - Emerging
Learning Activities / Lesson plan	<ul style="list-style-type: none"> • Clear sequencing • Will hook and engage students • Effective • Developmentally appropriate • Learning plan linked to learning goals (learning activities prepare students for the assessment) 	<ul style="list-style-type: none"> • Clear sequencing • Engaging • Developmentally appropriate • Most learning activities tied to the learning goals 	<ul style="list-style-type: none"> • Some sequencing • Somewhat engaging • Some variety in learning activities • Unclear how the learning activity supports the learning goals
Alignment of mapping categories	<ul style="list-style-type: none"> • Demonstrated clear coherence across all mapping categories • Reflections are up to date and lead to improved lessons • Curriculum documents are completed <u>prior</u> to instructional delivery for every unit 	<ul style="list-style-type: none"> • Only some key elements are aligned • Reflections are up to date • Curriculum documents are completed 	<ul style="list-style-type: none"> • Minimum attention evident to alignment • No reflections • Curriculum documents are incomplete

Date Reviewed _____

Overall Strengths:

Blank space for overall strengths.

Areas for Improvement:

Blank space for areas for improvement.

Total Score _____/18 = _____%