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|  | **Exceeding** | **Meeting** | **Approaching** | **Emerging** | **Did Not Observe** |
| **Learning Target (LT)/ Alignment to the BD** | The learning target is clearly posted, derived directly from the backwards design, and referenced multiple times. Students can articulate the LT and the LT is rigorous and matches the verbiage (DOK) of the standard from which it is derived. | The learning target is referenced/ addressed during the lesson, posted clearly in the classroom, is standards-based, and derived directly from the backwards design. | The learning target is clearly posted in the classroom and is standards-based.The LT is related to the backwards design, but may not be explicitly stated. | The learning target is loosely related to the backwards design. May not be standards based | The learning target is not in the backwards design or not at all related to the BD, or teacher does not have a completed backwards design. Learning target may not be posted in the classroom. |
| **Opportunities for Student Practice**  | Students have multiple opportunities for practice the learning target (“we do,” “you do”). Teacher provides correctives /feedback on the guided practice (We Do) giving students opportunities to show mastery (You Do). | Students have multiple opportunities for practice the learning target (“we do,” “you do”). | Students have opportunities for guided practice only. No independent practice is observed. | Students have limited opportunities to practice. Lesson is teacher centered (“sage on the stage”). Gradual release of learning responsibility not observed. | No opportunities for student practice was observed.  |
| **Evidence of Student Learning that Can be Assessed for Mastery** | Students produce evidence of learning that can be assessed to measure multiple levels of mastery.  | Students produce some evidence of learning that can be assessed to measure mastery. | Students begin to produce some evidence of learning that can be assessed to measure mastery. | Students produce work that may not be used as evidence of mastery. (Not done independently or not an accurate measure of the LT). | No student work was produced. |
| **Student Learning Evidence****Alignment to BD** | Students produce multiple types of lear b ning evidence that are clearly aligned to the LT.  | Students produce evidence of learning that is clearly aligned to the LT. | Students produce evidence of learning that is somewhat aligned to the LT.  | Students produce evidence of learning that may not be aligned to the LT.  | No student learning evidence was produced or student learning evidence is not aligned to the LT.  |

**Comments/Notes:**