

Design Question #1 / Element #1

Design Question #1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?

Element #1: *Providing Clear Learning Goals and Scales (Rubrics)*

Description: The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal.

<p>Teacher Evidence:</p> <ul style="list-style-type: none"> ▣ Teacher has a learning goal posted so that all students can see it ▣ The learning goal is a clear statement of knowledge or information as opposed to an activity or assignment ▣ Teacher makes reference to the learning goal throughout the lesson ▣ Teacher has a scale or rubric that relates to the learning goal posted so that all students can see it ▣ Teacher makes reference to the scale or rubric throughout the lesson 	<p>Student Evidence:</p> <ul style="list-style-type: none"> ▣ When asked, students can explain the learning goal for the lesson ▣ When asked, students can explain how their current activities relate to the learning goal ▣ When asked, students can explain the meaning of the levels of performance articulated in the scale or rubric
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Scale:

Innovating	Applying	Developing	Beginning	Not Using
Adapts and creates new strategies for unique student needs and situations.	Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance and monitors students understanding of the learning goal and the levels of performance.	Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions:

Innovating	Applying	Developing	Beginning	Not Using
What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for providing clearly stated learning goals and rubrics that address the unique student needs and situations?	In addition to providing a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance, how can you monitor students understanding of the learning goal and the levels of performance?	How can you provide a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance?	How can you begin to incorporate some aspects of this strategy into your instruction?