Rigor Look-Fors

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| **ASSESSMENT** | |
| **Look For Indicator** | **Danielson Domain Component** |
| Students understand the criteria and expectations by which their work will be evaluated. | 3a – Communicating with Students  \*3d – Using Assessment in Instruction |
| Students understand the purpose of the lesson and its connection to the assessment. | 1f – Designing Student Assessments  3a – Communicating with Students  \*3c – Engaging Students in the Learning |
| Exemplars of student work are displayed and frequently rotated. | 2b- Establishing a Culture for Learning |
| Multiple types of formative assessments provide consistent checks for student understanding. | 1f – Designing Student Assessments  \*3d – Using Assessment in Instruction |
| Data from assessments inform instruction. | 1b – Demonstrating Knowledge of Students  1f – Designing Student Assessments  \*3d – Using Assessment in Instruction  3e – Demonstrating Flexibility and Responsiveness |

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| **CONTENT** | |
| **Exemplar** | **Danielson Domain Component** |
| Essential questions are an explicit part of unit instruction, setting the context for learning. | \*1c - Setting Instructional Outcomes  1e - Designing Coherent Instruction  3a - Communicating with Students |
| Designated unit activities are taught so that students are required to use critical and creative thinking. | 1a - Demonstrating Knowledge of Pedagogy  1e - Designing Coherent Instruction  \*3b - Using Questioning and Discussion  \*3c - Engaging Students in the Learning |
| Texts show evidence of consistent use such as:  Marked Texts  Annotated Passages  Written Responses  Notes | 2b - Establishing a Culture for Learning  \*3c - Engaging Students in the Learning  \*3d - Using Assessment in Instruction |
| Academic vocabulary is consistently used in students’ written and oral responses. | 2b - Establishing a Culture for Learning  3a - Communicating with Students  \*3c - Engaging Students in the Learning |
| Content explicitly prepares students for the rigor of Advanced Placement exam and performance expectations of Common Core State Standards or College and Career Readiness Standards. | 1a - Demonstrating Knowledge of Content and  Pedagogy  1e - Designing Coherent Instruction  \*3c –Engaging Students in the Learning |

\* Denotes Compass component

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| **COGNITIVE ENGAGEMENT** | |
| **Exemplar** | **Danielson Domain Component** |
| Students actively draw upon prior knowledge and use that knowledge to connect with lesson goals. | 2a – Creating an Environment of Respect and Rapport  3a – Communicating with Students  \*3c - Engaging Students in the Learning |
| Students know when, why, and how to use strategies, free of teacher support when appropriate. | 2b - Establishing a Culture for Learning  \*3c - Engaging Students in the Learning |
| Student activities move strategically through multiple levels of cognition. | 1a – Demonstrating Knowledge of Content and  Pedagogy  1e - Designing Coherent Instruction  \*3c – Engaging Students in the Learning |
| Student collaboration occurs within structured processes to meet goals of lessons. | 2a- Creating an Environment of Respect and Rapport  \*3b – Using Questioning and Discussion Techniques  \*3c -Engaging Students in the Learning |
| Students understand expectations for individual accountability within collaborative activities. | 2a- Creating an Environment of Respect and Rapport  \*2c – Managing Classroom Procedures  3a – Communicating with Students  \*3d – Using Assessment in Instruction |

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| **INSTRUCTION** | |
| **Exemplar** | **Danielson Domain Component** |
| Purpose statements are an active part of classroom dialogue. | \*1c – Setting Instructional Outcomes |
| Strategic adjustments are made to the lesson to provide additional support for students. | 3e – Demonstrating Flexibility and Responsiveness |
| Learning strategies are used as a way of facilitating understanding of the material. | 1a – Demonstrating Knowledge of Content and  Pedagogy  \*3d - Using Assessment in Instruction |
| A variety of grouping practices/strategies are used to advance learning and support student outcomes. | 1a – Demonstrating Knowledge of Content and  Pedagogy  1b – Knowledge of Student |
| Instructional questions scaffold toward higher complexity with adequate wait time for student responses. | \*3b – Using Questioning and Discussion |
| Modeling, guided practice, and independent practice are aligned to performance expectations of assessments. | 1a – Demonstrating Knowledge of Content and  Pedagogy  1e - Designing Coherent Instruction  3a – Communicating with Students  \*3c – Engaging Students in the Learning |

\* Denotes Compass component