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