

	Advanced	Proficient	Progressing	Beginning
Standards	Meets the Proficient criteria and includes specific examples of summative test questions or, if not a traditional assessment, explicit directions for summative assessment.	Utah State Core Curriculum Strand(s) and Standard(s): Provided word-for-word with the number/notation. Summative Assessment: Specific tasks required for students are provided, and the summative assessment is aligned with the strand/standard verbs. Scope of Learning Statement: Describes how the lesson connects to other learning and the context in which the learning is grounded. It answers four questions: 1) What is being learned? 2) Why is it important? 3) How does it relate to what has already been learned? 4) Where is the learning going?	One of the required “proficient” components is missing and/or poorly aligned within the plan. More detail may be necessary to reach “proficient”.	One or more of the “proficient” components is missing and/or components are vague and/or lack alignment.
Intended Learning Outcomes	Meets the criteria of Proficient and opportunities are built into the lesson (via questioning, informal assessment, and formative assessment) to monitor students’ progress towards the intended learning outcomes.	Learning Objective/Goal: It is clear what the students should “know” and be able to “do” at the end of the lesson. The “know” and “do” are aligned with the larger standard. The instructional procedures and assessments within the lesson are aligned to help determine students’ progress towards the specified “know” and “do” statements throughout the lesson.	One of the required “proficient” components is missing and/or poorly aligned with the larger standard. More detail may be necessary to reach “proficient”.	One or more of the “proficient” components is missing and/or not aligned with the larger standard.
Assessment of Student Progress	Meets the criteria of Proficient and assessments go beyond traditional, paper/pencil assessments.	Pre-Assessment: If applicable, clearly determines what students may already know about the lesson’s topic. Informal Assessment(s): Multiple opportunities to focus on student performance at different stages of learning - including questioning - are present within the lesson. Informal assessments are personalized to the individual student as appropriate. Formal Assessment: An appropriate formal assessment is provided after the learning has happened. It clearly assesses all students’ mastery of the lesson’s learning objective/goal.	Assessments are not found frequently throughout the lesson to determine students’ progress and/or are not aligned with the lesson’s learning objective/goal.	Assessments are missing or do not align with the lesson’s learning objective/goal.
Preparation	Meets the criteria of Proficient and shows	Student Preparation: The materials students will need to be successful during the lesson are listed.	Student or teacher materials requiring	Student or teacher materials requiring

	originality or creativity in instructional materials. Preparation includes materials beyond teachers' editions or district-provided materials.	Teacher Preparation: The materials teachers will need to teach the lesson are listed. Technology Integration: If applicable, technology is listed and has a clear, intentional purpose within the lesson to improve students' learning.	preparation are incomplete and/or technology is not well-aligned with learning goals.	preparation are missing and/or technology is not aligned with learning goals.
Instructional Procedures	Meets the criteria of Proficient. Instructional strategies show teacher initiative, ingenuity, and risk-taking.	Instructional Procedures must also include the following sections: Engage: A script of the activities that accomplish all of the following: generate interest and curiosity, raises relevant questions, assesses current knowledge, and exposes misconceptions. Includes procedures for an effective 'engage' (e.g., transitions, how students will talk with each other). Explore: A good description of the activities that are student-focused, hands-on, inquiry-based, and often done in groups. Students talk about and record their thinking for at least three of the following: make observations, collect data, hypothesize, predict, discuss. Includes multiple 'teacher' questions that probe, guide, and/or help students redirect their own thinking or work. Includes procedures for an effective 'explore' (e.g., transitions, how students will talk with each other, distribution and collection of materials). Explain: A good description of how the teacher facilitates students' discussion - the discoveries or results of their 'explore' activities - in their own terms. A short script of how the teacher will facilitate student explanations. Provides grade-appropriate scientific explanations and vocabulary as necessary to accomplish the learning objective/goal. Includes procedures for an effective 'explain' (e.g., transitions, how students will talk with each other). Elaborate: Students have the opportunity (in small groups) to apply the learning from 'explore' and 'engage' to new situations. A short script is provided that shows how the teacher facilitates students' meaning-making or modifications to original understandings as related to the learning objective/goal. Includes procedures for an effective 'elaborate' (e.g., transitions, how students will talk with each other, distribution and collection of materials - if needed). Evaluate: Informal assessment (through questioning) happens throughout the lesson and includes opportunities for students to evaluate their own learning. Formative assessment opportunities for each student offer opportunities to explain their thinking through writing and/or	One required part of the section is missing and/or scripting is incomplete.	Multiple required parts of the section are missing. Scripting is missing.

		pictures (as appropriate) and is aligned with the lesson's learning objective/goal.		
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