

	Advanced	Proficient	Progressing	Beginning
I. Standards	Utah State Core Curriculum Strand(s) and/or Standard(s): Standards are clearly identified with full citations, directly aligned to lesson content, and demonstrate deep understanding of curriculum connections. Summative Assessment: Comprehensive summative assessment clearly described with detailed evaluation criteria that perfectly aligns with standards and objectives. Scope of Learning Statement: Exceptionally clear and comprehensive statement that articulates the broader learning context and connections to prior/future learning.	Utah State Core Curriculum Strand(s) and/or Standard(s): Standards are clearly identified with proper citations and align well with lesson content. Summative Assessment: Summative assessment is clearly described and aligns well with standards and objectives. Scope of Learning Statement: Clear statement that adequately describes the learning context and some connections.	Utah State Core Curriculum Strand(s) and/or Standard(s): Standards are identified but may lack complete citations or show minimal alignment to content. Summative Assessment: Summative assessment is described but may lack detail or show minimal alignment. Scope of Learning Statement: Statement is present but may lack clarity or detailed context.	Utah State Core Curriculum Strand(s) and/or Standard(s): Standards are unclear, incorrectly cited, or poorly aligned to lesson content. Summative Assessment: Summative assessment is unclear, missing, or poorly aligned. Scope of Learning Statement: Statement is unclear, missing, or inadequate.
II. Intended Learning Outcomes	Learning Objectives - Know: Multiple, specific, measurable objectives clearly stated using appropriate action verbs; demonstrates sophisticated understanding of content knowledge. Learning Objectives - Do: Multiple, specific, measurable skill-based objectives clearly stated; demonstrates deep understanding of skill development progression.	Learning Objectives - Know: Specific, measurable objectives clearly stated using appropriate action verbs; shows good understanding of content. Learning Objectives - Do: Specific, measurable skill-based objectives clearly stated; shows good understanding of skills.	Learning Objectives - Know: Objectives stated but may lack specificity, measurability, or appropriate action verbs. Learning Objectives - Do: Objectives stated but may lack specificity or clear connection to skill development.	Learning Objectives - Know: Objectives are unclear, unmeasurable, or missing. Learning Objectives - Do: Objectives are unclear, unmeasurable, or missing.
III. Assessment of	Pre-Assessment: Comprehensive	Pre-Assessment: Clear	Pre-Assessment:	Pre-Assessment:

Student Progress	pre-assessment strategy that effectively identifies prior knowledge, misconceptions, and readiness levels with specific implementation details. Informal Assessment(s): Multiple, varied informal assessment strategies throughout the lesson with specific criteria and feedback mechanisms. Formal Assessment: Comprehensive formal assessment with detailed criteria, rubrics, and clear alignment to objectives and standards.	pre-assessment strategy that identifies prior knowledge and readiness with adequate detail. Informal Assessment(s): Clear informal assessment strategies with adequate detail and connection to objectives. Formal Assessment: Clear formal assessment with adequate criteria and good alignment to objectives.	Pre-assessment strategy is present but may lack detail or clear connection to objectives. Informal Assessment(s): Some informal assessments described but may lack variety or specific criteria. Formal Assessment: Formal assessment described but may lack detail or clear alignment.	Pre-assessment is unclear, inappropriate, or missing. Informal Assessment(s): Informal assessments are unclear, limited, or missing. Formal Assessment: Formal assessment is unclear, inappropriate, or missing.
IV. Preparation	Student Preparation: Detailed description of all student preparation requirements with clear rationale and connection to lesson success. Teacher Preparation: Comprehensive list of all materials, setup requirements, and preparation steps with detailed organization. Technology Integration: Seamless technology integration that enhances learning with detailed implementation plans and troubleshooting considerations.	Student Preparation: Clear description of student preparation requirements with adequate detail. Teacher Preparation: Clear list of materials and preparation steps with adequate organization. Technology Integration: Appropriate technology integration with clear implementation plans.	Student Preparation: Student preparation mentioned but may lack detail or clear rationale. Teacher Preparation: Materials and preparation mentioned but may lack detail or organization. Technology Integration: Technology mentioned but integration may lack detail or clear purpose.	Student Preparation: Student preparation is unclear or missing. Teacher Preparation: Teacher preparation is unclear, incomplete, or missing. Technology Integration: Technology integration is unclear, inappropriate, or missing.
V. Disciplinary Literacy	Speaking & Listening: Exceptional integration of speaking and listening opportunities with detailed scaffolding and support strategies.	Speaking & Listening: Clear integration of speaking and listening opportunities with adequate support. Additional Digital Literacy	Speaking & Listening: Some speaking and listening opportunities but may lack detail or clear integration. Additional Digital Literacy	Speaking & Listening: Speaking and listening components are minimal or missing. Additional Digital Literacy

	Additional Digital Literacy Component: Sophisticated integration of selected component (Reading, Writing, Thinking Critically, or Performing) with exceptional detail and support strategies. Digital Literacy Support: Comprehensive, specific supports clearly described for all disciplinary literacy components with detailed implementation.	Component: Clear integration of selected component with adequate detail and support. Digital Literacy Support: Clear, specific supports described for disciplinary literacy components.	Component: Selected component is present but may lack detail or clear integration. Digital Literacy Support: Some supports mentioned but may lack specificity or detail.	Component: Additional DL component is unclear or poorly integrated. Digital Literacy Support: Supports are unclear, generic, or missing.
VI. Culturally Responsive & Sustaining Practices	Students' Assets: Comprehensive identification of specific student assets with detailed connection to learning goals. Culturally Responsive & Sustaining Practices: Exceptional integration of culturally responsive and sustaining practices with specific, detailed implementation strategies. Social-Emotional Learning Practice: Sophisticated integration of SEL practices with detailed connection to USBE SEL Technical Document and specific implementation.	Students' Assets: Clear identification of student assets with good connection to learning. Culturally Responsive & Sustaining Practices: Clear integration of CR-S practices with adequate implementation detail. Social-Emotional Learning Practice: Clear integration of SEL practices with good connection to technical document.	Students' Assets: Student assets mentioned but connections may be superficial. Culturally Responsive & Sustaining Practices: CR-S practices mentioned but may lack specific implementation detail. Social-Emotional Learning Practice: SEL practices mentioned but may lack detail or clear connection.	Students' Assets: Student assets are unclear or missing. Culturally Responsive & Sustaining Practices: CR-S practices are unclear, generic, or missing. Social-Emotional Learning Practice: SEL practices are unclear or missing.
VII. Addressing Learners' Needs	Differentiation for Inclusion: Comprehensive differentiation strategies for diverse learners with specific implementation details and rationale. Support for Multilingual Learners: Exceptional support strategies for all six fluency stages	Differentiation for Inclusion: Clear differentiation strategies with adequate detail and good rationale. Support for Multilingual Learners: Clear support strategies for multiple fluency stages with adequate detail.	Differentiation for Inclusion: Some differentiation mentioned but may lack detail or clear implementation. Support for Multilingual Learners: Some ML support mentioned but may lack stage-specific detail.	Differentiation for Inclusion: Differentiation is minimal, unclear, or missing. Support for Multilingual Learners: ML support is minimal, unclear, or missing. Fluency Stage Specific

	with detailed, stage-specific interventions and scaffolding. Fluency Stage Specific Report: Detailed, research-based support strategies for each of the 6 stages (Entering through Reaching) with specific examples. Accommodations/Modifications for IEPs/504s: Comprehensive accommodations and modifications with specific implementation details and connection to individual needs.	Fluency Stage Specific Report: Clear support strategies provided for most stages with adequate detail. Accommodations/Modifications for IEPs/504s: Clear accommodations and modifications with adequate detail.	Fluency Stage Specific Report: Some stage-specific supports but may lack detail or miss several stages. Accommodations/Modifications for IEPs/504s: Some accommodations mentioned but may lack specificity.	Report: Few or no stage-specific supports provided. Accommodations/Modifications for IEPs/504s: Accommodations are minimal, unclear, or missing.
VIII. Instructional Procedures	Anticipatory Set: Exceptional anticipatory set that masterfully engages students, connects to prior learning, and sets clear expectations with detailed scripting. Scripting: Completely scripted lesson with exceptional detail including exact wording, transitions, timing, and comprehensive teacher actions. Questioning Strategies: Extensive variety of scripted questions including specific support questions for struggling students and challenging extension questions for advanced learners. Closure: Exceptional closure that masterfully summarizes learning, connects to objectives, and previews future learning with detailed scripting.	Anticipatory Set: Clear, engaging anticipatory set that connects to prior learning with adequate scripting. Scripting: Fully scripted lesson with good detail including teacher language, transitions, and timing. Questioning Strategies: Good variety of scripted questions including both support and extension questions. Closure: Clear, effective closure that summarizes learning and connects to objectives with adequate scripting.	Anticipatory Set: Anticipatory set present but may lack engagement or clear connections. Scripting: Partially scripted but may lack detail in teacher language or transitions. Questioning Strategies: Some scripted questions but may lack variety or specific support/extension elements. Closure: Closure present but may lack clear connection to objectives or adequate detail.	Anticipatory Set: Anticipatory set is weak, unclear, or missing. Scripting: Minimal scripting with significant gaps in detail. Questioning Strategies: Few or no scripted questions for group work. Closure: Closure is weak, unclear, or missing.

VIII. Instructional Procedures - Engage	Exceptional engagement activity that masterfully captures student interest, reveals prior knowledge and misconceptions, poses compelling questions, and includes detailed scripting with purposeful scientific discourse.	Clear, engaging activity that captures interest, accesses prior knowledge, poses questions with adequate scripting and scientific language.	Engage activity present but may lack clear connection to prior knowledge, compelling questions, or adequate scripting.	Engage activity is weak, unclear, or fails to effectively capture interest with minimal scripting.
VIII. Instructional Procedures - Explore	Exceptional hands-on investigation that allows students to discover concepts through inquiry, with comprehensive scripted guidance questions, detailed safety protocols, and clear data collection procedures.	Engaging hands-on investigation that promotes discovery with a good variety of scripted guidance questions and clear procedures.	Investigation present with some scripted questions and procedures but may be overly directed or lack comprehensive guidance.	Investigation is unclear, overly cookbook, or inappropriate with few guidance questions and minimal procedures.
VIII. Instructional Procedures - Explain	Masterful facilitation of student explanations that connects observations to scientific concepts, introduces vocabulary at appropriate moments, and includes detailed scripting for concept development and misconception addressing.	Clear facilitation of explanations that connects observations to concepts with adequate scripting for vocabulary and concept development.	Some explanation facilitation but may lack clear connections between observations and concepts or adequate scripting.	Minimal explanation phase with unclear connections to scientific concepts and weak concept development.
VIII. Instructional Procedures - Elaborate	Exceptional extension activities that apply concepts to new situations, promote deeper understanding, connect to real-world applications, with comprehensive scripted support for transfer of learning.	Clear extension activities that apply concepts with good scripted support for deeper understanding and some real-world connections.	Some elaboration activities but may lack clear application opportunities or comprehensive scripted support.	Minimal or unclear elaboration with weak connections to concept application.
VIII. Instructional Procedures - Evaluate	Comprehensive formative and summative assessment strategies embedded throughout all phases with specific criteria and multiple ways for students to demonstrate understanding.	Clear assessment strategies throughout phases with adequate criteria and multiple ways to demonstrate understanding.	Some assessment strategies may not be present in all phases or lack variety in demonstration methods.	Minimal assessment or unclear evaluation of student understanding throughout phases.