

<b>PLANNING</b> <b>EM1: How do the plans support students' development of conceptual understanding, procedural fluency, and mathematical reasoning skills?</b>		<b>PLANNING FOCUSED, SEQUENCED INSTRUCTION</b>	
<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<ul style="list-style-type: none"> <li>Standards, objectives, and instructional strategies, tasks, and materials are <b>loosely aligned</b> around a small set of related mathematical concepts and computations/procedures.</li> <li>The plans <b>focus solely on</b> facts/procedures or concepts with no attention to reasoning. OR</li> <li>There are <b>significant content inaccuracies</b> in plans that will lead to student misunderstandings.</li> </ul>	<ul style="list-style-type: none"> <li>Standards, objectives, and instructional strategies, tasks, and materials are <b>aligned</b> around a small set of related mathematical concepts and computations/procedures.</li> <li>Plans show <b>vague connections</b> among <b>mathematical facts, procedures, concepts, and reasoning</b>.</li> <li><b>Learning tasks build on each other</b> to promote an understanding of the designated mathematical concepts and computations/procedures.</li> </ul>	<ul style="list-style-type: none"> <li>Standards, objectives, and instructional strategies, tasks, and materials are aligned around a small set of related mathematical concepts, computations/procedures, <b>and reasoning strategies</b>.</li> <li><b>Plans show how candidate will make clear connections</b> among mathematical facts, procedures, concepts, and reasoning.</li> <li>Learning tasks build on each other to promote an understanding of the designated mathematical concepts, computations/procedures, <b>and reasoning strategies</b>. The learning tasks (or their adaptation) are <b>justified by appropriate references to research and/or theory on how students learn</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Standards, objectives, instructional strategies, tasks, and materials, <b>and assessments</b> are aligned around a small set of related mathematical concepts, computations/procedures, and reasoning strategies.</li> <li><b>Plans show how candidate will lead students to make clear connections</b> among mathematical facts, computations/procedures, concepts, and reasoning.</li> <li>Learning tasks build on each other to promote an understanding of the designated mathematical concepts, computations/procedures, and reasoning strategies. The learning tasks (or their adaptations) are <b>justified by appropriate references to anticipated effects on student learning based on research and/or theory</b> on how students learn.</li> </ul>

**PLANNING**

**USING KNOWLEDGE OF STUDENTS TO INFORM TEACHING**

**EM2: How does the candidate use their knowledge of their students to target support for students' development of conceptual understanding, computational/procedural fluency, and mathematical reasoning skills?**

Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> <li>• Plans refer to characteristics of student backgrounds, prior learning, and interests that <b>aren't closely related to standards/objectives</b>.</li> <li>• Plans include <b>little support</b> for students who might struggle.</li> </ul>	<ul style="list-style-type: none"> <li>• Plans include tasks and materials that <b>draw upon student prior learning (in or out of school) to help them reach the standards/objectives</b>.</li> <li>• Plans <b>include general strategies to help students who are struggling and any required modifications</b> based on IEPs and section 504 plans, but the strategies and modifications are <b>not closely tied to standards/objectives</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Plans include tasks and materials that draw upon student prior learning, <b>including strengths, as well as experiential backgrounds</b> to help them reach the standards/objectives. <b>Systematically collected data are used to identify prior knowledge and experiences</b>.</li> <li>• Plans include the <b>modification of tasks or materials and/or scaffolding of instruction to meet the learning needs of specific individuals (including students with IEPs and section 504 plans) or a subgroup of students</b>. These strategies are <b>closely tied to specific standards/objectives</b>.</li> <li>• Plans include strategies for <b>increasing participation</b> of often reluctant students.</li> </ul>	<ul style="list-style-type: none"> <li>• Plans include tasks and materials that draw upon students' prior learning, including strengths, as well as their experiential backgrounds to help them reach the standards/objectives. <b>Systematically collected data are used to identify commonalities and differences</b> in student prior knowledge and experiences that help inform instruction.</li> <li>• Plans <b>integrate multiple ways of engaging with content<sup>2</sup>, including those specified in IEPs and section 504 plans</b>, that support students in meeting the standards/objectives. These are <b>designed to address a variety of student learning needs tied to specific standards/objectives</b>.</li> <li>• Plans include strategies for <b>increasing the engagement</b> of often reluctant students.</li> </ul>

<sup>2</sup> This might include different groupings, different tasks, using different modes to represent content and making connections between them to help students understand.

**PLANNING                      PLANNING ASSESSMENTS TO MONITOR AND SUPPORT STUDENT LEARNING**  
**EM3: How do the assessments provide information to understand student progress toward the standards/objectives and guide further learning?**

<ul style="list-style-type: none"> <li>• There is <b>little evidence that the planned assessments will allow the candidate to monitor learning progress</b> relative to the standards/objectives <b>across the class</b>.</li> <li>• There is <b>little evidence</b> that the candidate plans <b>opportunities for using assessment to inform instruction</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• The set of assessments will <b>provide evidence of student learning relative to the standards/objectives across the class</b>.</li> <li>• Assessments are <b>focused on what students do and do not understand at the end of the lessons</b> relative to the lesson objectives. Candidate plans to use assessment to <b>identify students needing extra support</b>.</li> <li>• <b>Assessments for students with IEPs or section 504 plans reflect required modifications and/or accommodations</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• The set of assessments will provide evidence of student learning relative to the standards/objectives across the class. <b>One or more assessments require students to extend their thinking</b> beyond the formulaic application of computations or procedures.</li> <li>• Assessments <b>include clearly defined benchmarks or criteria</b> for student progress. Candidate plans to use assessment data to <b>target support for students with identified needs</b>.</li> <li>• Assessments are modified or adapted both for students with IEPs and section 504 plans <b>and for other students having difficulty demonstrating their learning</b>. Assessments for students with IEPs or section 504 plans reflect required modifications and/or accommodations.</li> </ul>	<ul style="list-style-type: none"> <li>• The set of assessments will provide evidence of student learning relative to the standards/objectives across the class. <b>Instruction prepares students to extend their thinking on one or more assessments</b> beyond the formulaic application of computations or procedures.</li> <li>• Assessments include clearly defined benchmarks or criteria for student progress. Candidate plans to use assessment data <b>and/or student self-assessment to help students understand their progress</b> toward meeting learning objectives and to target assistance to students with identified needs.</li> <li>• Assessments are <b>modified, adapted, and/or designed in light of the standards/objectives</b> to allow students with special needs, including students with IEPs or section 504 plans, opportunities to demonstrate their full progress toward meeting the standards/objectives.</li> </ul>
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