

PLANNING		PLANNING FOCUSED, SEQUENCED INSTRUCTION	
M1: How do the plans support students' development of conceptual understanding, procedural fluency, and mathematical reasoning skills?			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> Standards, objectives, and instructional strategies, tasks, and materials are loosely aligned around a small set of related mathematical concepts and computations/procedures. The plans focus solely on facts/procedures or concepts with no attention to reasoning. OR There are significant content inaccuracies in plans that will lead to student misunderstandings. 	<ul style="list-style-type: none"> Standards, objectives, and instructional strategies, tasks, and materials are aligned around a small set of related mathematical concepts and computations/procedures. Plans show vague connections among mathematical facts, procedures, concepts, and reasoning. Learning tasks build on each other to promote an understanding of the designated mathematical concepts and computations/procedures. 	<ul style="list-style-type: none"> Standards, objectives, and instructional strategies, tasks, and materials are aligned around a small set of related mathematical concepts, computations/procedures, and reasoning strategies. Plans show how candidate will make clear connections among mathematical facts, procedures, concepts, and reasoning. 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 adaptation) are justified by appropriate references to research and/or theory on how students learn. 	<ul style="list-style-type: none"> Standards, objectives, instructional strategies, tasks, and materials, and assessments are aligned around a small set of related mathematical concepts, computations/procedures, and reasoning strategies. Plans show how candidate will lead students to make clear connections among mathematical facts, computations/procedures, concepts, and reasoning. 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 justified by appropriate references to anticipated effects on student learning based on research and/or theory on how students learn.

PLANNING		USING KNOWLEDGE OF STUDENTS TO INFORM TEACHING	
M2: 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"> Plans refer to characteristics of student backgrounds, prior learning, and interests that aren't closely related to standards/objectives. Plans include little support for students who might struggle. 	<ul style="list-style-type: none"> Plans include tasks and materials that draw upon student prior learning (in or out of school) to help them reach the standards/objectives. Plans include general strategies to help students who are struggling and any required modifications based on IEPs and section 504 plans, but the strategies and modifications are not closely tied to standards/objectives. 	<ul style="list-style-type: none"> Plans include tasks and materials that draw upon student prior learning, including strengths, as well as experiential backgrounds to help them reach the standards/objectives. Systematically collected data are used to identify prior knowledge and experiences. Plans include the 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. These strategies are closely tied to specific standards/objectives. Plans include strategies for increasing participation of often reluctant students. 	<ul style="list-style-type: none"> 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. Systematically collected data are used to identify commonalities and differences in student prior knowledge and experiences that help inform instruction. Plans integrate multiple ways of engaging with content², including those specified in IEPs and section 504 plans, that support students in meeting the standards/objectives. These are designed to address a variety of student learning needs tied to specific standards/objectives. Plans include strategies for increasing the engagement of often reluctant students.

² This might include different groupings, different tasks, using different modes to represent content and making connections between them to help students understand.
 Secondary Mathematics Tryout Task (Planning)

PLANNING PLANNING ASSESSMENTS TO MONITOR AND SUPPORT STUDENT LEARNING
M3: How do the assessments provide information to understand student progress toward the standards/objectives and guide further learning?

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