

PLANNING		PLANNING FOCUSED, SEQUENCED INSTRUCTION	
S1: How do the plans support student learning of scientific concepts and inquiry skills?			
Level 1	Level 2	Level 3	Level 4
<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 science concepts and a scientific phenomenon.</li> <li>The plans <b>focus solely on</b> a scientific phenomenon, science concept, or investigation/ experimentation skills. 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 science concepts, investigation/experimentation skills, and a scientific phenomenon.</li> <li>Plans show <b>vague connections</b> among <b>science concepts, real world phenomena, and investigation/experimentation skills</b>.</li> <li><b>Learning tasks build on each other</b> to promote an understanding of the designated science concepts, investigation/experimentation skills, and a scientific phenomenon.</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 science concepts, a scientific phenomenon, <b>and the use of investigation/experimentation skills to understand the concepts and the phenomenon</b>.</li> <li><b>Plans show how candidate will make clear connections</b> among science concepts, real world phenomena, and investigation/experimentation skills.</li> <li>Learning tasks build on each other to promote an understanding of the designated science concepts, investigation/experimentation skills, and a scientific phenomenon. 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 science concepts, a scientific phenomenon, and the use of investigation/experimentation skills to understand the concepts and the phenomenon.</li> <li><b>Plans show how candidate will lead students to make clear connections</b> among science concepts, real world phenomena, and investigation/experimentation skills.</li> <li>Learning tasks build on each other to promote an understanding of the designated science concepts, investigation/experimentation skills, and a scientific phenomenon. 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                      PLANNING ASSESSMENTS TO MONITOR AND SUPPORT STUDENT LEARNING**  
**S3: 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 investigation/experimentation 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 investigation/experimentation 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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