

PLANNING

PLANNING FOCUSED, SEQUENCED INSTRUCTION

EM1: 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, learning tasks, or assessments are not aligned to a big idea or essential question. The focus is solely on facts/procedures or concepts with no attention to reasoning. OR There are significant content inaccuracies that will lead to student misunderstandings. 	<ul style="list-style-type: none"> Standards/objectives, learning tasks, and assessments are loosely aligned to a big idea or essential question. Planned connections among mathematical facts, procedures, concepts, and reasoning are vague. Learning tasks build on each other to promote an understanding of the designated mathematical concepts and computations/procedures. Learning tasks (or their adaptations) are justified by explaining their appropriateness for the students. 	<ul style="list-style-type: none"> Standards/objectives, learning tasks, and assessments are clearly aligned to a big idea or essential question and with each other. Candidate plans how to 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 skills. Learning tasks (or their adaptation) are justified by appropriate references to research and/or theory. 	<ul style="list-style-type: none"> Standards/objectives, learning tasks, and materials, and assessments are clearly aligned to a big idea or essential question and with each other. Candidate plans how to 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 skills. Learning tasks (or their adaptations) are justified by appropriate references to anticipated effects on student learning based on research and/or theory.

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USING KNOWLEDGE OF STUDENTS TO INFORM TEACHING

EM2: How does the candidate use knowledge of his/her 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"> Learning tasks and materials reflect characteristics of student academic development, experiential backgrounds, prior learning, and/or interests that are not closely related to learning objectives OR that reflect only deficits and ignore strengths for struggling students. Little support for students who might struggle or opportunities for students needing greater challenge are planned. 	<ul style="list-style-type: none"> Learning tasks and materials draw upon students' academic development AND social/emotional development, experiences, or interests to help students reach the learning objectives. General strategies and modifications are planned to help students who are struggling, but the strategies and modifications are not closely tied to learning objectives. 	<ul style="list-style-type: none"> Learning tasks and materials draw upon students' academic and social/emotional development, including strengths, as well as experiences and interests to help students reach the learning objectives. Tasks or materials are selected or modified and/or instruction is scaffolded to meet the learning needs of specific individuals or a subgroup of students. The tasks, materials, and any scaffolds are closely tied to specific learning objectives. 	<ul style="list-style-type: none"> Learning tasks and materials draw upon students' academic and social/emotional development, including strengths, as well as experiences and interests to help students reach the learning objectives. Multiple ways of engaging with content⁴ are integrated to support students to meet or exceed the standards/objectives. These are designed to address a variety of student learning needs tied to specific learning objectives.

⁴ This might include different groupings, different tasks, or using different modes to represent content and making connections between them to help students understand.

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PLANNING ASSESSMENTS TO MONITOR AND SUPPORT STUDENT LEARNING

EM3: How do the assessments provide information to understand student progress toward the standards/objectives?

Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> The set of assessments will provide little evidence to allow the candidate to monitor learning progress relative to the standards/objectives for each lesson. 	<ul style="list-style-type: none"> The set of assessments will provide evidence of student learning relative to the standards/objectives for each lesson. Assessments are focused on what students do and do not understand at the end of the lessons relative to the lesson objectives. 	<ul style="list-style-type: none"> The set of assessments will provide evidence of student learning relative to the standards/objectives for each lesson. At least one lesson’s assessments provide evidence of student learning that extends beyond the formulaic application of computations or procedures. Assessments include clearly defined benchmarks or criteria for student progress. Assessments are modified or adapted for students having difficulty demonstrating their learning. 	<ul style="list-style-type: none"> The set of assessments will provide evidence of student learning relative to the standards/objectives for each lesson. Each lesson’s assessments provide evidence of student learning that extends beyond the formulaic application of computations or procedures. Assessments include clearly defined benchmarks or criteria for student progress. Assessments are modified, adapted, and/or designed in light of the standards/objectives to allow students with special needs opportunities to demonstrate their full progress toward meeting or exceeding the standards/objectives.