







**ACADEMIC OWNERSHIP**

Are students responsible for doing the thinking in this classroom through the mathematical practices?

- 3**
- Students **share their developing thinking** about the content of the lesson to **make sense of the mathematics**.
  - Students have opportunities for **productive struggle and persevere in reasoning and solving problems** in the face of initial difficulty.
  - Students elaborate on initial thoughts to **explain their thinking and look for patterns in the mathematics**.
  - Students **talk about and ask questions about each other's thinking**, in order to clarify or improve their own mathematical understanding.
  - Students use **precise mathematical language and calculations** in their explanations and discussions.
  - Students **use appropriate tools and/or models** strategically when solving a problem.
  - Students **revise initial work**, especially their explanations and justifications.
  - Students can **articulate their successes and needs** as they work toward learning outcomes.

NOT YET	SOMEWHAT	MOSTLY	YES
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**DEMONSTRATION OF LEARNING**

Do all students demonstrate that they are learning?

- 4**
- Questions, tasks or assessments **yield data that allow the teacher to assess students' progress** toward learning outcomes aligned to grade level standards, and item specifications (as relevant), and **allow for lesson adjustments**.
  - Students **demonstrate how well they understand lesson content** and their progress toward learning outcomes through their work and/or verbal and nonverbal responses.
  - Student responses, work and interactions demonstrate that **students are on track** to achieve stated or implied learning outcomes.

NOT YET	SOMEWHAT	MOSTLY	YES
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**ACADEMIC OWNERSHIP**

Are students responsible for doing the thinking in this classroom?

- 3**
- Students **share their developing thinking** about the content of the lesson.
  - Students have opportunities for **productive struggle and persevere in reasoning and solving problems** in the face of initial difficulty.
  - Students elaborate on initial thoughts to **explain their thinking**.
  - Students **talk about and ask questions about each other's thinking**, in order to clarify or improve their own understanding.
  - Students **respond to and build on one another's thinking** throughout the lesson to deepen their understanding of the content.
  - Students use **precise academic vocabulary** in their explanations and discussions.
  - Students **revise initial work**, especially their explanations and justifications.
  - Students can **articulate their successes and needs** as they work toward learning outcomes.
  - Students demonstrate progress toward **independence in reading and writing**.

NOT YET	SOMEWHAT	MOSTLY	YES
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**DEMONSTRATION OF LEARNING**

Do all students demonstrate that they are learning?

- 4**
- Questions, tasks or assessments **yield data that allow the teacher to assess students' progress** toward learning outcomes aligned to grade level standards, and item specifications (as relevant), and **allow for lesson adjustments**.
  - Students **demonstrate how well they understand lesson content** and their progress toward learning outcomes through their work and/or responses, and application of their learning.
  - Student responses, work and interactions with text, hands-on investigations and lab write ups, and/or journal entries demonstrate that **students are on track** to achieve stated or implied learning outcomes.

NOT YET	SOMEWHAT	MOSTLY	YES
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**MANAGEMENT, CULTURE & CLIMATE**

Do the expectations, systems and routines in this classroom promote student learning and personal growth?

- Classrooms are **clean, neat, orderly and inviting** for students.
- Students follow **behavioral expectations and directions** consistently, receiving positive reinforcement and redirection as needed.
- Students **know what they should be doing and learning** in the lesson.
- **Time is maximized** bell to bell; students do not have idle time during the lesson.
- 1** • Students **execute transitions and procedures** efficiently.
- Students work hard to **complete instructional tasks**, volunteer responses and/or ask appropriate questions.
- Students and their teacher share a **positive relationship** built on **mutual respect**.
- Students unique **cultural strengths** are identified and nurtured by the teacher and one another to promote achievement and a sense of well-being about the student’s cultural place in the world.

NOT YET	SOMEWHAT	MOSTLY	YES
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**RIGOROUS CONTENT**

Does this lesson reflect the demands of the standards for this grade and course?

- Instruction and materials are aligned to Michigan content standards([GLCE](#) and [HCLE](#)), the C3 Framework, as well as Reading History ([CCSS.RH](#)), Writing History ([CCSS.WHST](#)) and Speaking and Listening Standards ([CCSS.SL](#)) as described in course descriptions.
- 2a** • Instruction and materials provide opportunities for students to **explore key disciplinary questions and build knowledge and skills** with the social studies content.
- Students develop social studies knowledge by spending the **majority of time reading, listening to, speaking, or writing about content-rich, complex text(s)**, including primary and secondary sources of different types (i.e., print and non-print, including video, audio, art, maps, charts, etc.) and varied lengths.

NOT YET	SOMEWHAT	MOSTLY	YES
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Does this lesson employ questions and tasks, both oral and written, which integrate the standards and help students develop and deepen social studies content knowledge and skills?

- Questions and tasks focus on **engaging students with content in varied contexts** (e.g., examining different sources, completing tasks, answering multiple-choice questions, writing, engaging in speaking/listening).
- Questions and tasks are **intentionally sequenced to** focus students on building, applying, and synthesizing knowledge and skills through various sources, classroom research, and conversations.
- 2b** • **Source-dependent written and oral tasks require students to make claims** which demonstrate understanding of social studies content (e.g., make connections between ideas, people, and events; explain how society, the environment, the political and economic landscape, and historical events influence perspectives, values, traditions, and ideas; evaluate the causes and consequences of events and developments; recognize recurring themes across time and place).
- Questions and tasks attend to the **academic language** of the text so that students develop their vocabularies through multiple exposures and opportunities to learn word meanings.
- Questions and tasks require students to use **evidence** from readings and research to demonstrate understanding and to support their ideas.

NOT YET	SOMEWHAT	MOSTLY	YES
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When students are working on skill or standards deficits, does the lesson address what students need, not what they already know?

- **Frequent monitoring of student progress** drives content of remediation so that students get what they need, not what they already know.
- 2c** • The skills being taught are **aligned to the standards** for the grade or addressing specific skill deficiencies that hold them back from doing grade-level work.
- **Instruction and materials support growth** in the targeted skill or standard.
- Students **receive appropriate scaffolds and supports**, including **accommodations and modifications** where appropriate, to engage with rigorous work.

NOT YET	SOMEWHAT	MOSTLY	YES
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**ACADEMIC OWNERSHIP**

Are students responsible for doing the thinking in this classroom?

- The teacher creates the **conditions for student conversations** and plans tasks where students are encouraged to talk about each other’s thinking, including whole group, center, circles, and discussions.
  - Students display **persistence with challenging tasks**, particularly when providing textual evidence to support answers and responses, both orally and in writing
  - Students provide **textual evidence** to support their ideas and display **precision** in their oral and written responses.
- 3**
- Students have opportunities for **productive struggle** and persevere in reasoning and problem solving in the face of initial difficulty.
  - Students **respond to and build on one another’s thinking** throughout the lesson to deepen their understanding of the content.
  - Students can **articulate their successes and needs** as they work toward learning outcomes.
  - Students demonstrate progress toward **independence in reading and writing**.

NOT YET	SOMEWHAT	MOSTLY	YES
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**DEMONSTRATION OF LEARNING**

Do all students demonstrate that they are learning?

- Questions, tasks or assessments **yield data that allow the teacher to assess students’ progress** toward learning outcomes aligned to grade level standards, and item specifications (as relevant), and **allow for lesson adjustments**.
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  - Student responses, work and interactions demonstrate that **students are on track** to achieve stated or implied learning outcomes.

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