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| **Addison Middle-Senior High School**  **Building Level PLT Goal: ALL** students will increase achievement by being challenged and engaged  in their learning through rigorous and relevant instruction, collaboratively developed by educators.  Planning  RR Framework CIR Rubric Academic Vocabulary Writing Process | | | | |
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| |  |  |  |  | | --- | --- | --- | --- | | **Quadrant A**  Students gather and store bits of knowledge and information. Students are primarily expected to remember or understand. | **Quadrant B**  Students acquire knowledge to solve problems, design solutions, and complete work. The highest level of application is to apply knowledge to new and unpredictable situations. | **Quadrant C**  Students extend and refine their acquired knowledge to be able to use that knowledge automatically and routinely to analyze and solve problems and create solutions. | **Quadrant D**  Students think in complex ways and can apply their knowledge and skills. Even when confronted with perplexing unknowns, students can create solutions and take action that further develops their skills and knowledge. |   **Rigor/Relevance Framework** | | | | |
| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | INSTRUCTIONAL STRATAGIES | | | | | | | | Strategies | **Quadrant A**  **Acquisition** | **Quadrant B**  **Application** | **Quadrant C**  **Assimilation** | | **Quadrant D**  **Adaptation** | | | Key \*-less than ideal \*\*-suitable \*\*\*ideal | | | | | | | | Analogies | **\*\*** | **\*\*** | **\*\*\*** | | **\*\*\*** | | | Analyzing video stimulus | **\*\*** | **\*\*\*** | **\*\*** | | **\*\*** | | | Brainstorming | **\*\*** | **\*** | **\*\*\*** | | **\*\*\*** | | | Compare and Contrast | **\*\*** | **\*** | **\*\*\*** | | **\*\*** | | | Cooperative learning | **\*\*** | **\*\*\*** | **\*\*** | | **\*\*\*** | | | Crafting an argument | **\*\*** | **\*\*** | **\*\*\*** | | **\*\*\*** | | | Demonstration | **\*** | **\*\*\*** | **\*** | | **\*\*** | | | Feedback and reflection | **\*\*** | **\*\*** | **\*\*\*** | | **\*\*\*** | | | Guided practice | **\*\*\*** | **\*\*** | **\*\*** | | **\*** | | | Inquiry | **\*** | **\*\*** | **\*\*\*** | | **\*\*\*** | | | Learning centers | **\*\*\*** | **\*\*\*** | **\*\*** | | **\*\*** | | | Lecture | **\*\*\*** | **\*** | **\*\*** | | **\*** | | |  | | | | | | | | Strategies | **Quadrant A**  **Acquisition** | **Quadrant B**  **Application** | | **Quadrant C**  **Assimilation** | | **Quadrant D**  **Adaptation** | | Key \*-less than idea \*\*-suitable \*\*\*ideal | | | | | | | | Manipulatives and models | **\*\*\*** | **\*\*** | | **\*\*\*** | | **\*\*** | | Memorization | **\*\*\*** | **\*\*** | | **\*\*** | | **\*** | | Note Taking / Graphic | **\*\*** | **\*\*** | | **\*\*** | | **\*\*** | | Physical Movement | **\*\*** | **\*\*\*** | | **\*\*** | | **\*\*** | | Pinwheel discussion | **\*\*** | **\*\*** | | **\*\*\*** | | **\*\*\*** | | Problem-Based learning | **\*\*** | **\*\*\*** | | **\*\*** | | **\*\*\*** | | Sematic feature analysis | **\*\*** | **\*\*** | | **\*\*\*** | | **\*\*\*** | | Simulation / Role playing | **\*\*** | **\*\*\*** | | **\*\*** | | **\*\*\*** | | Socratic seminar | **\*** | **\*** | | **\*\*\*** | | **\*\*\*** | | Storytelling | **\*\*** | **\*\*\*** | | **\*\*\*** | | **\*\*** | | Summarizing | **\*\*** | **\*\*** | | **\*\*\*** | | **\*\*** | | Teaching others | **\*\*** | **\*\*\*** | | **\*\*** | | **\*\*\*** | | Using writing frames | **\*\*\*** | **\*\*\*** | | **\*\*** | | **\*\*** | | | | | |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | INSTRUCTIONAL STRATAGIES | | | | | | Strategies | **Quadrant A**  **Acquisition** | **Quadrant B**  **Application** | **Quadrant C**  **Assimilation** | **Quadrant D**  **Adaptation** | | Key \*-less than ideal \*\*-suitable \*\*\*ideal | | | | | | Manipulatives and models | **\*\*\*** | **\*\*** | **\*\*\*** | **\*\*** | | Memorization | **\*\*\*** | **\*\*** | **\*\*** | **\*** | | Note Taking / Graphic | **\*\*** | **\*\*** | **\*\*** | **\*\*** | | Physical Movement | **\*\*** | **\*\*\*** | **\*\*** | **\*\*** | | Pinwheel discussion | **\*\*** | **\*\*** | **\*\*\*** | **\*\*\*** | | Problem-Based learning | **\*\*** | **\*\*\*** | **\*\*** | **\*\*\*** | | Sematic feature analysis | **\*\*** | **\*\*** | **\*\*\*** | **\*\*\*** | | Simulation / Role playing | **\*\*** | **\*\*\*** | **\*\*** | **\*\*\*** | | Socratic seminar | **\*** | **\*** | **\*\*\*** | **\*\*\*** | | Storytelling | **\*\*** | **\*\*\*** | **\*\*\*** | **\*\*** | | Summarizing | **\*\*** | **\*\*** | **\*\*\*** | **\*\*** | | Teaching others | **\*\*** | **\*\*\*** | **\*\*** | **\*\*\*** | | Using writing frames | **\*\*\*** | **\*\*\*** | **\*\*** | **\*\*** | | | | | |
| **TEACHER QUESTION STEMS**   |  |  |  |  | | --- | --- | --- | --- | | **QUADRANT A**  **Ask questions to recall facts, make observations, or demonstrate understanding:** | **QUADRANT B**  **Ask questions to apply or relate:** | **QUADRANT C**  **Ask questions to summarize, analyze, organize, or evaluate:** | **QUADRANT D**  **Ask questions to predict, design, or create:** | | * What is/are…? * How many…? * How do/does…? * What did you observe…? * What else can you tell me about…? * What does it mean…? * What can you recall…? * Where did you find that…? | * Would you do that? * Where will you use that knowledge? * How does that relate to your experience? * What observations relate to…? * Where would you locate that information? * How would you illustrate that? * How would you interpret that? | * How are these similar/different? * How is this like…? * What’s another way we could say/explain/express that? * What do you think are some reasons/causes that…? * Why did…..changes occur? * What is a better solution to…? | * How would you design a…to …? * How would you compose a song about…? * How would you rewrite the ending to the story? * What would be different today, if that event occurred as…? * Can you see a possible solution to…? * How could you teach that to others? | | | | | |
| |  |  |  |  | | --- | --- | --- | --- | | **TEACHER QUESTION STEMS** | | | | | **QUADRANT A**  **Ask questions to recall facts, make observations, or demonstrate understanding:** | **QUADRANT B**  **Ask questions to apply or relate:** | **QUADRANT C**  **Ask questions to summarize, analyze, organize, or evaluate:** | **QUADRANT D**  **Ask questions to predict, design, or create:** | | * Who is/are…? * How would you define that in your own terms? * What did/do you notice about this …? * What did/do you feel/hear/see/smell.? * What did/do you remember about…? * What did you find about about…? | * Who could you interview? * How would you collect that data? * How do you know it works? * Can you show me? * Can you apply what you know to that real world problem? * How do you make sure it is done correctly? | * How would you defend your position about that? * What evidence from the resources support your thinking? * Where in the text is that explicit? * Which ones do you think belong together? * What things/events lead up to? * What is the author’s purpose? | * If you had access to all the resources, how would you deal with…? * What new and unusual uses would you create for…? * Can you develop a proposal that would..? * How would you have handle….? * How would you do it differently? * Can you describe your reasoning? | | | | | |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **RIGOR VERB LIST** | | | | | | | **Quadrant A** | **Quadrant B** | | **Quadrant C** | | **Quadrant D** | | Calculate  Choose  Count  Define  Describe  Find  Identify  Label  List  Locate  Match  Memorize  Name  Point to  Recall  Recite  Record  Say  Select  Spell  View | Adjust  Apply  Build  Collect  Construct  Demonstrate  Display  Draw  Fix  Follow  Illustrate  Interpret  Interview Dramatize  Draw  Fix  Follow  Illustrate  Interpret  Interview  Look up | Maintain  Make  Measure  Model  Operate  Play  Practice  Produce  Relate  Role-play  Sequence  Show  Solve | Analyze  Categorize  Cite  Classify  Compare  Conclude  Contrast  Debate  Defend  Diagram  Differentiate  Discriminate  Evaluate  Examine  Explain  Express  Generate | Infer  Judge  Justify  Prove  Research  Study  Summarize | Adapt  Argue  Compose  Conclude  Create  Design  Develop  Discover  Explore  Formulate  Invent  Modify  Plan  Predict  Prioritize  Propose  Rate  Recommend  Revise  Teach | | | | | |
| |  |  |  |  | | --- | --- | --- | --- | | **STUDENT WORK PRODUCT** | | | | | **Quadrant A** | **Quadrant B** | **Quadrant C** | **Quadrant D** | | Answer  Definition  Explanation  List  Quiz  Recitation  Reproduction  Selection  True/False  Worksheet | Collage  Performance  Collection  Service  Data  Skit  Demonstration  Solution  Interpretation  Solution  Interpretation  Survey  Notes  Theater Set  Painting | Abstract  Exhibit  Annotation  Inventory  Chart  Journal  Blog  Investigation  Classification  Outline  Debate  Plan  Essay  Report  Evaluation | Adaptation  Model  Blueprint  Newspaper  Book  Play  Brochure  Poem  Debate  Song  Device  Trail  Editorial  Video  Estimation  Website  Game  Wiki  Invention  Lesson | | | | | |
| **Evidence of Rigor**   Build effective instruction based on rigorous and relevant expectations (DSEI Teaching Element #1)   Plan and provide learning experiences using effective research-based strategies that are embedded with best practices, including the use of technology (DSEI Teaching Element #4) | | | |
| **Thoughtful Work**  Lesson intentionally prepares students to complete a range of high-quality learning tasks. | | | |
|  | **1 - Beginning** | **2 - Developing** | **3 - Meeting** |
| **Student Learning** |  Students demonstrate their learning by completing tasks that require critical thinking skills such as knowledge/awareness and comprehension.   Most tasks focus on responding to textbooks or content through answering recall-type questions. |  Students demonstrate their learning by completing tasks that require application and analysis.   There are opportunities for students to demonstrate mastery through learning tasks that require them to apply knowledge and analyze content. |  Students regularly complete learning tasks that demonstrate their ability to analyze, synthesize, and/or evaluate new instructional content.   Tasks include the opportunity for students to respond to content using creativity, originality, and/or adaptation. |
| **Instructional Design** |  Learning task results in one standard type of work product to represent student thinking. |  Learning task includes a one or more work products to represent student thinking. |  Learning task provides students with options for self-selection to represent their thinking. |
| **High-Level Questioning**  Lesson provides opportunities for students to respond to a range of questions that increase in rigor and levels of thinking | | | |
| **Student Learning** |  Students respond to questions that mainly focus on critical thinking skills such as basic recall, retell, and/or comprehension.   Few students ask questions and most questions asked focus on basic knowledge or comprehension of content. |  Students respond to questions that demonstrate a range of levels of thinking, including questions that require application and analysis of information.   Students have opportunities to ask questions during the lesson and most questions are relational or application-based, focusing on why and cause and effect. |  Students fully explain and justify their thinking when responding to questions that demonstrate a range of levels of thinking, including questions that require synthesis and evaluation of information.   During the lesson, students generate questions about content that demonstrate rigorous independent thinking. |

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| **Evidence of Rigor: Continued** | | | |
|  | **1 - Beginning** | **2 - Developing** | **3 - Meeting** |
| **Instructional Design** |  Lesson mainly includes questions at the comprehension level, and/or not all students are required to respond to each question. |  Lesson includes questions at a range of levels, but not all students are required to respond to each question. |  Lesson is designed to carefully support students in moving to higher levels of thinking (such as justifying responses with evidence), ensuring that all students have an opportunity to respond. |
| **Academic Discussion**  Lesson includes opportunities for students to engage in vocabulary-rich academic conversation with peers. | | | |
| **Student Learning** |  Student conversation mainly remains at the retell level, mostly using everyday language, with little to no evidence of academic or domain-specific vocabulary.   Student conversation focuses on a variety of topics, with each student offering his/her own thinking, without building on thoughts offered by peers. |  Student conversation includes a combination of retelling, analysis, and/or stating a claim and defending it with evidence.   Students provide explanations or evidence of their thinking and respond to their peers’ discussions. |  Students engage with peers in daily academic conversations focused on analysis, synthesis, and evaluation of content-driven topic, using academic language to express their thinking.   Students support their ideas with concrete explanations and evidence, paraphrasing as appropriate, and build on or challenge the ideas of others. |
| **Instructional Design** |  Lesson mostly structures discussion as teacher-led, with the majority of conversations as teacher-to-student. |  Lesson structures discussion as a mix of teacher-led and peer-to-peer with the teacher facilitating the majority of discussions. |  Lesson mostly structures discussion as independent peer-to-peer. The teacher facilitates and redirects the discussion, as needed, while evaluating the quality. |

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| **Evidence of Relevance**   Build effective instruction based on rigorous and relevant expectations. (DSEI Element #1)   Possess and continue to develop content area knowledge to make it relevant to the learner (DSEI Element #3)   Plan and provide learning experiences using effective research-based strategies that are embedded with best practices. (DSEI Element #4) | | | |
| **Meaningful Work**  Lesson requires students to complete relevant, real-world tasks that connect to tasks typically completed in related careers. | | | |
|  | **1 - Beginning** | **2 - Developing** | **3 - Meeting** |
| **Student Learning** |  Student work is procedural and structured, reflecting a basic understanding of information learned during the lesson/unit.   Student work focuses on class-specific content with an emphasis on building skills, developing comprehension, or other foundational skills. |  Students think critically about content and apply information learned to address a specific task. Student work demonstrates originality.   Student work requires application of knowledge learned during the lesson/unit. |  Students think critically about content and apply information learned to address a range of cross-disciplinary tasks. Student work demonstrates creativity and originality.   Student work requires real-world predictable and/or unpredictable application that has a direct connection to a career in the related field of study. |
| **Instructional Design** |  Lesson provides students an opportunity to demonstrate foundational understanding of content. |  Lesson provides students an opportunity to complete a specific task that requires application of knowledge. |  Lesson provides students an opportunity to select from a range of real-world, relevant tasks. |
| **Authentic Resources**  Lesson includes a range of sources of information and requires students to use information from sources with relevant, real-world tasks | | | |
| **Student Learning** |  Students mainly engage with the textbook as the source of information for the lesson and/or unit.   Students mainly use the textbook to complete classroom tasks focused on knowledge in one discipline. |  Students engage with the textbook as a primary source of information for the lesson and/or unit, using supplementary resources to support textbook information.   Students use the textbook and supplementary resources to complete some relevant, real-world tasks. |  Students engage with multiple sources of information during a lesson/unit, including primary sources, secondary sources, textbooks, and media resources.   Students use multiple sources of information to conduct comparisons, analysis, argument, research, and other relevant, real-world tasks. |

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| **Evidence of Relevance cont.** | | | |
|  | **1 - Beginning** | **2 - Developing** | **3 - Meeting** |
| **Instructional Design** |  Lesson relies on the textbook as the main source of information. The unit/lesson is organized around the structure of the textbook. |  Lesson is structured around an essential understanding/ question and includes opportunities for students to respond to both the textbook and other resources. |  Lesson is structured around an essential understanding/ question and relies on multiple authentic texts and resources to support student learning. |
| **Learning Connections**  Lesson includes a variety of opportunities for students to make connections between what they are learning and real-world applications. | | | |
| **Student Learning** |  Students seldom have the opportunity to engage in content that has explicit connection to real-world application.   Some students may attempt to make connections between content learned and real-world application, but these connections are volunteered rather than included as part of the lesson. |  Students occasionally engage in content that has explicit connection to real-world application.   Some students begin to articulate the connections between content learned and real-world application. |  Students consistently engage in content that has explicit connection to real-world application.   Students clearly articulate the connections between content learned and real-world application. |
| **Instructional Design** |  Lesson provides appropriate content but does not make explicit connections to real-world application. |  Lesson provides some opportunities to connect content learned to real-world application. |  Lesson provides multiple explicit opportunities for students to connect content learned to real-world applications. |

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| **Evidence of Learner Engagement**   Create and implement an effective learner environment that is engaging and aligned to learner needs. (DSEI Element #2)   Use assessment data to guide and differentiate instruction. (DSEI Element #5) | | | |
| **Active Participation**  Lesson is designed to maximize engagement of all students throughout the duration of the lesson. | | | |
|  | **1 - Beginning** | **2 - Developing** | **3 - Meeting** |
| **Student Learning** |  Most student engagement is through hand-raising. Some students are off-task or have disengaged from the lesson and are not redirected.   Led by the teacher, students’ progress through learning new content with some challenges with productivity. |  Students remain focused and on-task during the lesson. Students answer questions when asked, but not all students have the opportunity to respond verbally.   Led by the teacher, students’ progress through learning new content productively. |  Students remain on-task and engaged throughout the lesson. All students are actively involved in routine as designed.   Students lead their own progress through learning new content, working productively and collaboratively. |
| **Instructional Design** |  Lesson relies mainly on direct instruction with few opportunities for student engagement through application. |  Lesson relies on one or two strategies designed to engage students, with the lesson focused more on direct instruction than on student engagement through application. |  Lesson provides multiple strategies designed to maximize student engagement, achieving a strong balance of direct instruction and student engagement through application. |
| **Learning Environment**  Classroom environment is centered around a culture of respect and commitment to learning. | | | |
| **Student Learning** |  Students rely on peers or teacher for answers to questions. There is a lack of evidence of students being required to persevere in responding to rigorous tasks or questions.   Students demonstrate a lack of respect for peers, teacher, and/or learning environment. |  Some evidence that students are beginning to take risks and persevere in learning rigorous content.   Students demonstrate respect for the learning environment, but challenges exist in demonstrating respect for peers. |  Students are encouraged to take risks and persevere through productive struggle. Students are praised for demonstrating commitment to learning.   Students consistently demonstrate respect for peers, teacher, and the learning environment |

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| **Evidence of Learner Engagement : cont.** | | | |
| **Instructional Design** |  Classroom procedures and routines are inconsistently communicated and/or implemented. |  Classroom procedures and routines are visible, but are not consistently implemented. |  Clear classroom procedures and routines are visible and are consistently implemented. |
| **Formative Processes and Tools**  Lesson is tailored to meet the needs of all students, including using results from formative tools and processes to plan for differentiated instruction. | | | |
|  | **1 - Beginning** | **2 - Developing** | **3 – Meeting** |
| **Student Learning** |  Students demonstrate mastery of content by completing infrequent formative assessments. Assessment results indicate that student growth is minimal.   Students are partnered or grouped, but all students receive the same lesson content, process, and product. |  Students demonstrate mastery of content by regularly engaging in formative assessments that allow for reciprocal feedback. Assessment results indicate that student growth is progressing.   Students are partnered or grouped and receive some opportunities for differentiated learning based on adjusting content, process, and/or product. |  Students demonstrate mastery of content by completing a variety of formative assessments that allow for reciprocal feedback. Assessment results indicate that students are achieving expected outcomes and are able to self-reflect and share responsibility for their learning.   Students are regularly and strategically partnered or grouped based on data, and lesson content, process, and/or product is differentiated to support varying student needs. |
| **Instructional Design** |  Results from formative processes and tools are used to monitor progress. |  Results from formative processes and tools are used to plan differentiated instruction and monitor progress. |  Results from formative processes and tools are used to immediately adjust instructional pacing, plan differentiated instruction, and monitor progress. |

***9 Step Writing Process***

***These are the steps that the students would follow:***

1. Read the question or prompt
2. Circle unknown vocabulary words

Underline important key words and phrases

1. Restate question as thesis or claim (leaving blanks)
2. Complete close reading of passage(s)
3. Brainstorm and organize your ideas and evidence
4. Complete your thesis or claim
5. Write your response from evidence that you have brainstormed and organized, strategically repeating key words from your thesis (claim) throughout your writing
6. Revise and Edit
7. Publish final copy

**Reading Strategies**

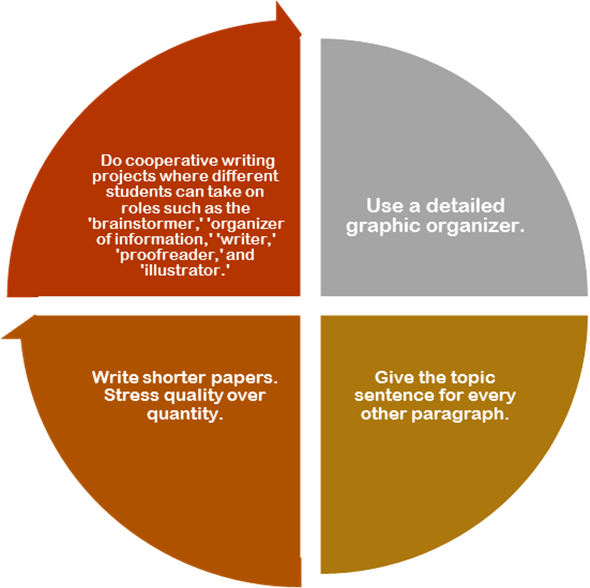
**Math Strategies**

**Notes**

**Class Assignments**

**Testing**

**Writing Strategies**

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