







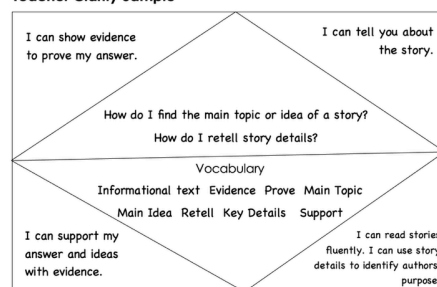


Teacher Clarity Samples

Learning Targets and Proficiency Scales	
<p>Math: I am learning to solve multistep linear inequalities, graph the solution on a number line, and interpret the solution in context.</p>	<p>Reading: I am learning to explain how a character changes throughout a story.</p>
<p> I can explain what the solution means in the real-world situation.</p>	<p> I can give reasons for the change using events or interactions from the story.</p>
<p> I can write the solution using words, symbols, and a graph.</p>	
<p> I can graph the solution accurately using open or closed circles and arrows.</p>	<p> I can describe how a character changes or grows from the beginning to the end of the text.</p>
<p> I can simplify and solve the inequality step by step.</p>	<p> I can identify a character that changes throughout a story.</p>
<p> I can apply the properties of inequality correctly, including reversing the inequality when multiplying or dividing by a negative number.</p>	

Teacher Clarity Sample



Learning Progressions, Learning Intentions, and Success Criteria to Educate the Whole Child

Developing	Proficient	Distinguished
<ul style="list-style-type: none"> ● My learning intentions are posted, but not accessible to students (visually or conceptually). ● My success criteria are posted, but not accessible to students (visually or conceptually). ● My learning intention and success criteria are communicated at the beginning of the lesson by the teacher. ● My students are able to answer the 3 critical questions with less than 50% proficiency. <ul style="list-style-type: none"> ● What am I Learning today? ● Why am I learning it? ● How will I know I have learned it? ● My student will refer to the board where the learning intention and success criteria are located and read or repeat verbatim. ● There is little evidence of an instructional framework. My primary instructional delivery method is teacher-centered/lecture. 	<ul style="list-style-type: none"> ● My learning intentions are posted and accessible to students. My learning intentions are written in student-friendly language. They may or may not be aligned to the standard. ● My success criteria are posted and accessible to students. They may or may not be aligned to the learning intention. ● My learning intention and success criteria are communicated and referenced throughout the learning, mainly by the teacher. ● My students are able to answer the 3 critical questions with at least 50%-80% proficiency. ● My students are able to paraphrase the learning intention and the purpose for the learning but cannot explain how they will show success. ● There is some evidence of an instructional framework with active engagement. 	<ul style="list-style-type: none"> ● My learning Intentions are posted and accessible to students throughout the learning. My learning intentions are written in student-friendly language in a way that actively engages students in the learning process. Learning intentions state what the students will learn in relation to the standard rather than what they will do. ● My success criteria are posted, accessible to students, and aligned to the learning intention and rigor of the standard. ● My students and myself co-construct learning intention and success criteria through a variety of methods and are routinely reference throughout the learning by teacher and students. ● My students are able to answer the 3 critical questions with at least 80%-100% proficiency. ● My students are able to summarize the learning intention, the purpose for the learning, and how they will demonstrate achievement of the success criteria. ● There is evidence of effective instructional framework that includes student-centered learning experiences aligned to learning intention and success criteria for the day.