

**RIGOR:** Effective teachers create student-centered learning environments where teaching and learning occur at high levels, and students are encouraged as self-directed learners to set challenging learning goals, tackle difficult material, and take academic risks. (AQTS 2.4, 2.7)

	Ineffective	Developing	Effective	Exemplary
<b>T E A C H E R</b>	<ul style="list-style-type: none"> <li>● <u>Tasks</u>: assigns low-level or no learning tasks or utilizes tasks that do not address a grade level standard</li> <li>● <u>Productive struggle</u>: does not provide opportunities for productive struggle</li> <li>● <u>Questions</u>: asks DOK level I questions only, no think time, and/or select students</li> <li>● <u>Expectations</u>: does not communicate expectations for student learning, or communicates low expectations for student learning</li> <li>● <u>Instruction</u>: presents teacher-led instruction only</li> </ul>	<ul style="list-style-type: none"> <li>● <u>Tasks</u>: assigns tasks that require students to comprehend standards-based skills and concepts and/or utilizes tasks that address a single grade-level standard</li> <li>● <u>Productive struggle</u>: provides limited opportunity for productive struggle</li> <li>● <u>Questions</u>: asks DOK level I and II questions without adequate think time, and/or all students are not required to respond</li> <li>● <u>Expectations</u>: communicates reasonable expectations for student learning</li> <li>● <u>Instruction</u>: provides modeling and opportunities for student practice</li> </ul>	<ul style="list-style-type: none"> <li>● <u>Tasks</u>: develops tasks that require application of content and utilizes academically challenging tasks that address one or more grade-level standard</li> <li>● <u>Productive struggle</u>: integrates appropriate and effective instructional strategies that encourage productive struggle and discourse</li> <li>● <u>Questions</u>: facilitates students' use of higher-order thinking skills and provides proper think time</li> <li>● <u>Expectations</u>: communicates high expectations for student learning</li> <li>● <u>Instruction</u>: provides opportunities for students to demonstrate learning and communicate individual progress</li> </ul>	<ul style="list-style-type: none"> <li>● <u>Tasks</u>: develops tasks that can be solved in a variety of ways and/or students design their own tasks and synthesizes multiple standards in the curriculum within a single task or related tasks</li> <li>● <u>Productive struggle</u>: integrates a variety of appropriate and effective instructional strategies that encourage productive struggle and discourse</li> <li>● <u>Questions</u>: questions students using DOK levels III-IV and encourages further investigation</li> <li>● <u>Expectations</u>: communicates individualized high expectations</li> <li>● <u>Instruction</u>: provides opportunities for students to demonstrate learning at high levels, including project-based learning</li> </ul>
<b>S T U D E N T S</b>	<ul style="list-style-type: none"> <li>● <u>Tasks</u>: participate in tasks that only require basic recall</li> <li>● <u>Productive struggle</u>: do not engage in productive struggle and discourse</li> <li>● <u>Questions</u>: do not respond to or ask questions at any level</li> <li>● <u>Perseverance</u>: do not exhibit learner perseverance</li> <li>● <u>Connections</u>: make little or no connections with previous lessons and other content areas</li> </ul>	<ul style="list-style-type: none"> <li>● <u>Tasks</u>: participate in tasks that require mastery of grade-level standards</li> <li>● <u>Productive struggle</u>: occasionally engage in productive struggle and discourse</li> <li>● <u>Questions</u>: respond to and ask low-level DOK questions level I and II only</li> <li>● <u>Perseverance</u>: exhibit limited learner perseverance in some activities</li> <li>● <u>Connections</u>: make some connections to previous lessons and other content areas</li> </ul>	<ul style="list-style-type: none"> <li>● <u>Tasks</u>: engage in quality tasks that require application of content</li> <li>● <u>Productive struggle</u>: engage in productive struggle and discourse</li> <li>● <u>Questions</u>: ask and respond to all DOK level questions, teacher to student and student to student</li> <li>● <u>Perseverance</u>: exhibit learner perseverance in most activities</li> <li>● <u>Connections</u>: are able to make connections to previous lessons and other content areas</li> </ul>	<ul style="list-style-type: none"> <li>● <u>Tasks</u>: engage in quality tasks requiring adaptation, exploration, evaluation, debate, teaching, discovery and/or generate and demonstrate multiple ways to solve problems</li> <li>● <u>Productive struggle</u>: draw conclusions based on productive struggle and discourse</li> <li>● <u>Questions</u>: ask and respond to DOK level III and IV questions teacher to student, student to student, and student to teacher</li> <li>● <u>Perseverance</u>: exhibit learner perseverance in all observed activities</li> <li>● <u>Connections</u>: are able to make connections and support others in making connections to previous lessons and other content</li> </ul>