

## EIGHT – Deepening Understanding of the New Knowledge

Excellent Learning Environment ←

Proficient

Developing

→ Limited Learning Environment

### TEACHER

<b>Critical Thinking Skills</b>	<ul style="list-style-type: none"> <li>I regularly and purposefully provide opportunities for all students to expand their understanding of the outcome(s)/individual learning goals through tasks which require the use of “higher order” critical thinking skills (experimenting, problem solving, investigation, hypothesis building).</li> </ul>	<ul style="list-style-type: none"> <li>I provide opportunities for all students to expand their understanding of the outcome(s)/goals through tasks which require the use of “higher order” critical thinking skills (experimenting, problem solving, investigation, hypothesis building).</li> </ul>	<ul style="list-style-type: none"> <li>I sometimes provide opportunities for all students to expand their understanding of the outcome(s)/individual learning goals through tasks which require the use of “higher order” critical thinking skills (experimenting, problem solving, investigation, hypothesis building).</li> </ul>	<ul style="list-style-type: none"> <li>I rarely provide opportunities for all students to expand their understanding of the outcome(s)/individual learning goals through tasks which require the use of higher order critical thinking skills.</li> </ul>
<b>Real World Context</b>	<ul style="list-style-type: none"> <li>I regularly and purposefully provide opportunities for all students to connect the outcome(s)/individual learning goals to relevant real world context(s).</li> </ul>	<ul style="list-style-type: none"> <li>I provide opportunities for all students to connect the outcome(s)/individual learning goals to relevant real world context(s).</li> </ul>	<ul style="list-style-type: none"> <li>I sometimes provide opportunities for all students to connect the outcome(s)/individual learning goals to relevant real world context(s).</li> </ul>	<ul style="list-style-type: none"> <li>Limited attempt to connect the outcome(s)/individual learning goals to relevant or real world context(s).</li> </ul>
<b>Differentiation</b>	<ul style="list-style-type: none"> <li>Learning activities are regularly and purposefully designed and differentiated for high engagement. Learning tasks consider ability levels, interests and learning styles.</li> </ul>	<ul style="list-style-type: none"> <li>Learning activities are designed and differentiated for high engagement. Learning tasks consider ability levels, interests and learning styles.</li> </ul>	<ul style="list-style-type: none"> <li>Learning activities are sometimes designed and differentiated for high engagement. Learning tasks sometimes consider ability levels, interests and learning styles.</li> </ul>	<ul style="list-style-type: none"> <li>Limited differentiation is planned for and learning activities are primarily standardized for all students</li> </ul>
<b>Homework</b>	<ul style="list-style-type: none"> <li>I assign homework when it effectively and purposefully reinforces the outcome(s)/individual learning goals.</li> </ul>	<ul style="list-style-type: none"> <li>I assign homework when it reinforces the outcome(s)/individual learning goals.</li> </ul>	<ul style="list-style-type: none"> <li>I sometimes assign homework when it reinforces the outcome(s)/individual learning goals.</li> </ul>	<ul style="list-style-type: none"> <li>I rarely assign homework when it reinforces the outcome(s)/individual learning goals.</li> </ul>
<b>STUDENT</b>				
<b>Real World Context</b>	<ul style="list-style-type: none"> <li>Students regularly and purposefully connect the outcome(s)/individual learning goals to relevant real-world context(s).</li> </ul>	<ul style="list-style-type: none"> <li>Students connect the outcome(s)/individual learning goals to relevant real-world context(s).</li> </ul>	<ul style="list-style-type: none"> <li>Students sometimes connect the outcome(s)/individual learning goals to relevant real-world context(s).</li> </ul>	<ul style="list-style-type: none"> <li>Students rarely connect the outcome(s)/individual learning goals to relevant real-world context(s).</li> </ul>

<b>Collaboration</b>	<ul style="list-style-type: none"> <li>● Students are regularly and purposefully involved with others (physically or virtually) as they deepen their understanding of the outcome(s)/individual learning goals.</li> </ul>	<ul style="list-style-type: none"> <li>● Students are involved with others (physically or virtually) as they deepen their understanding of the outcome(s)/individual learning goals.</li> </ul>	<ul style="list-style-type: none"> <li>● Students are sometimes involved with others (physically or virtually) deepen their understanding of the outcome(s)/individual learning goals.</li> </ul>	<ul style="list-style-type: none"> <li>● Students are rarely involved with others (physically or virtually).</li> </ul>	
<b>Engagement</b>	<ul style="list-style-type: none"> <li>● Students are regularly engaged in purposeful opportunities to collaborate, debate, experiment, problem solve, investigate, hypothesize, and defend their understanding of the outcome(s)/individual learning goals.</li> </ul>	<ul style="list-style-type: none"> <li>● Students are engaged in opportunities to collaborate, debate, experiment, problem solve, investigate, hypothesize, and defend their understanding of the outcome(s)/individual learning goals.</li> </ul>	<ul style="list-style-type: none"> <li>● Students are sometimes engaging in collaboration, debate, experimenting, problem solving, investigation, hypothesizing, and defending their understanding of the outcome(s)/individual learning goals.</li> </ul>	<ul style="list-style-type: none"> <li>● Students are rarely engaging in demonstrating understanding of the outcome(s) or individual learning goals.</li> </ul>	
<b>Differentiation</b>	<ul style="list-style-type: none"> <li>● Students regularly and purposefully interact with the outcome(s)/individual learning goals based on their interests, levels of abilities, and/or learning styles.</li> </ul>	<ul style="list-style-type: none"> <li>● Students' interaction with the outcome(s)/individual learning goals is based on their interests, levels of abilities, and/or learning styles.</li> </ul>	<ul style="list-style-type: none"> <li>● Students' interaction with the outcome(s)/individual learning goals is sometimes based on their interests, levels of abilities, and/or learning styles.</li> </ul>	<ul style="list-style-type: none"> <li>● Students' interaction with the outcome(s)/individual learning goals has little or no differentiation.</li> </ul>	
<b>Critical Thinking</b>	<ul style="list-style-type: none"> <li>● Students regularly and purposefully interact with the new understanding(s) through "higher order" thinking.</li> </ul>	<ul style="list-style-type: none"> <li>● Students interact with the new understanding(s) through "higher order" thinking.</li> </ul>	<ul style="list-style-type: none"> <li>● Students sometimes interact with the new understanding(s) through "higher order" thinking.</li> </ul>	<ul style="list-style-type: none"> <li>● Students' interaction with the new understanding(s) has little or no connection to "higher order" thinking.</li> </ul>	