**History TOT Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| **ALIGNMENT** | | | | |
| Standards, objectives, learning tasks, and materials are **not aligned with each other.** | Standards, objectives, learning tasks, and materials are **loosely or inconsistently aligned with each other.** | Standards, objectives, learning tasks, and materials are **consistently aligned with each other and with the central focus for the learning segment.** | Standards, objectives, learning tasks, and materials are consistently aligned with the central focus. **Learning objectives clearly define measureable outcomes for student learning.** | Standards, objectives, learning tasks, and materials are consistently aligned with the central focus. Learning objectives clearly define measureable outcomes for student learning. |
| **ASSESSMENTS** |  |  |  |  |
| The set of assessments are **not aligned to the standards and learning objectives and will provide little or no evidence** of student’s abilities. | The set of assessments are **loosely aligned to the standards and learning objectives and provide limited evidence** of student’s abilities. | The set of assessments are **aligned to the standards and learning objectives and provide evidence for monitoring** student’s abilities. | The set of assessments are **aligned to the standards and learning objectives and provide multiple forms of evidence for monitoring** student’s progress. | The set of assessments **are strategically designed to provide multiple forms of evidence for monitoring student progress.** |
| **ASSESSMENT CRITERIA** | | | | |
| Criteria are not aligned with the identified standards/objectives. | Criteria are generally aligned with the identified standards/objectives. | Criteria are clearly aligned with the identified standards/objectives. | Criteria are clearly aligned with the identified standards/objectives. Criteria indicate qualitative differences in student performance. | X |

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| **WASHINGTON STUDENT VOICE: ELICITING STUDENT UNDERSTANDING OF LEARNING TARGETS**  **GQ13: How does the candidate focus student attention on the learning targets?** | | | | |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| * **Candidate presents the learning targets to students, orally or in writing.** | Candidate presents learning targets and **asks students to articulate them as presented** orally or in writing. | Candidate communicates learning targets, and **asks students to articulate, in their own words**, the learning targets and **why they are important.** | Candidate communicates learning targets, asks students to articulate, in their own words, the learning targets and why they are important, and **refers back to the learning targets during the lesson.** | Level 4 plus:  **Candidate ends lessons by asking students to reflect on where they are in relation to reaching the learning targets and combines evidence from student voice and student work for the purpose of teacher reflection and decision-making.** |
| **WASHINGTON STUDENT VOICE: SUPPORTING STUDENTS IN MONITORING THEIR OWN PROGRESS AND IN SELECTING APPROPRIATE RESOURCES**  **GQ14:How does the candidate support students to monitor their own learning progress and to access resources for learning?** | | | | |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| Candidate **creates or adopts a tool or strategy to use in monitoring their students’ progress** or status in relation to the learning targets**.**  . | Candidate **creates or adopts a tool or strategy to monitor student progress** toward the learning targets. The **students use it only to identify their status in relation to the learning**. | Candidate creates one or more tools or strategies to assist students in   1. **identifying what they are doing well and what they need to improve** in order to reach the targets; and 2. **identifying human or material resources to support their progress toward the learning targets.** | Candidate creates one or more tools or strategies to assist students in   1. identifying what they are doing well and what they need to improve in order to reach the targets; and 2. **identifying both** **general and individualized** human or material resources to support their progress toward the learning target. | **Candidate and students work together t**o   1. Create one or more tools or strategies for students to use to identify what they are doing well and what they need to improve in order to reach the targets; and 2. **identify both general and individualized human or material resources to support their progress toward the learning target** |
| **WASHINGTON STUDENT VOICE: REFLECTING ON STUDENT-VOICE EVIDENCE TO IMPROVE INSTRUCTION**  **GQ15: How does the candidate use student-voice evidence to identify instructional improvements?** | | | | |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| Candidate **collects evidence of student voice** but does not reflect on it. | Candidate collects **and reflects** on the evidence of student voice, but **does not identify any instructional implications**. | Candidate collects and reflects on student voice evidence, **identifying general instructional implications.** | Candidate collects and reflects on student voice evidence integrated with student work evidence, **identifying at least one next step for one student need***.* | Candidate collects and reflects on student voice evidence integrated with student work evidence, **identifying at least one next step for 2 or more students with different needs.** |