



June 7, 2017

John Pinkney, Chairperson
Eagle Academy PCS – Capitol Riverfront
475 School Street SW
Washington, DC 20024

Dear Mr. Pinkney:

The DC Public Charter School Board (DC PCSB) conducts Qualitative Site Reviews to gather and document evidence to support school oversight. According to the School Reform Act § 38-1802.11, DC PCSB shall monitor the progress of each school in meeting the goals and student academic achievement expectations specified in the school's charter. Your school was selected to undergo a Qualitative Site Review during the 2016-17 school year for the following reason:

- School eligible to petition for 15-year Charter Renewal during 2017-18 school year

Qualitative Site Review Report

A Qualitative Site Review team conducted on-site reviews of Eagle Academy PCS - Capitol Riverfront between April 3, 2017 and April 14, 2017. Enclosed is the team's report. You will find that the Qualitative Site Review Report focuses primarily on the following areas: charter mission and goals, classroom environments, and instructional delivery.

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at Eagle Academy PCS – Capitol Riverfront.

Sincerely,

Naomi DeVeaux
Deputy Director

Enclosures
cc: Joe Smith

Qualitative Site Review Report

Date: June 7, 2017

Campus Information

Campus Name: Eagle Academy PCS – Capitol Riverfront

Ward: 6

Grade levels: PK3-3

Qualitative Site Review Information

Reason for visit: School eligible to petition for 15-year Charter Renewal during 2017-18 school year

Two-week window: April 3 - April 14, 2017

QSR team members: 2 DC PCSB staff including 1 Special Education specialist, 1 consultant

Number of observations: 12

Total enrollment: 145

Students with Disabilities enrollment: 17

English Language Learners enrollment: 0

In-seat attendance¹ on the days the QSR team conducted observations:

Visit 1: April 4, 2017 - 94.9%

Visit 2: April 6, 2017 - 88.4%

Visit 3: April 13, 2017 - 89.2%

Summary

The mission of Eagle Academy Public Charter School is to have each student ready socially, emotionally, personally, and academically to succeed in elementary school.

Eagle Academy PCS – Capitol Riverfront has a welcoming school environment. Students and adults interacted in a respectful manner. There was consistent school language around the ABC's (Always doing their best, Being prepared, Considering their character) and most classrooms also displayed a positive reinforcement chart for behavior. Students eagerly participated in whole group and small group settings. Teachers displayed student art and work throughout the building and classrooms. In one observation a teacher surprised her class with a special poster related to the book she read. The teacher led the enthusiastic students through an activity with the poster and related the work to the events in the book.

During the QSR two-week window, the team used the Charlotte Danielson *Framework for Teaching* to examine classroom environments and instructional delivery (see Appendix I). The QSR team scored 67% of observations as distinguished or proficient in the Classroom Environment domain and no observations were rated as unsatisfactory. In the component of *Creating an Environment of Respect and Rapport*, 100% of observations rated as proficient or distinguished. This was the highest scoring component in both domains of the

¹ This data has not been validated by the school. DC PCSB pulled the data in May 2017.

rubric. The school lives up to its goal to create a nurturing environment where friendly interactions, care and respect for each other predominate.

The school's core values (Eagle's ABCs) are evident in classrooms, on hallway signs and are often used by adults in the building. The school's commitment to the Responsive Classroom framework is evident in the structure of morning meetings that was observed in several classrooms, and the notes bearing the hopes and dreams of students, parents, and staff posted throughout the building.

Managing Classroom Procedures was the lowest scoring component in either domain with 58% of observations rated as basic. In several early childhood classrooms, center rotations were unmanaged and even when the teachers tried to work with small groups, they were not able to sustain focus because routines and procedures in the other centers were not well established. In other observations instructional time was lost due to repeated reminders to students, indicating that expectations were not clear nor reinforced consistently.

The QSR team scored 71% of observations as distinguished or proficient in the Instruction domain and no observations were rated as unsatisfactory. *Using Questioning and Discussion Techniques* and *Engaging Students in Learning* were the two highest scoring components in this domain. In each of these two components, 75% of observations rated as distinguished or proficient. Several teachers asked thought-provoking questions and designed tasks that would lead to critical thinking. Student choice was predominant in many observations as well. Students could self-select centers and determine how to demonstrate their learning.

Governance

A DC PCSB staff member attended an Eagle Academy PCS board meeting on March 22, 2017. A quorum was present. The board discussed enrollment projections, attendance rates, accreditation, board membership, and finances. The school reported that Middle States will visit the school in early April 2017. The board is expecting to meet a new potential board member soon and vote at the next meeting. An external accountant gave a financial report. The executive director, Joe Smith, explained the details of a construction loan and the board voted on the loan and the hiring of the construction company.

Specialized Instruction for Students with Disabilities

Eagle Academy PCS – Capitol Riverfront completed a questionnaire about how it serves its students with disabilities (SWD). Reviewers looked for evidence of the school's articulated program, however, they were unable to observe these components in the pull-out/resource environment because the SPED teacher was testing students. Reviewers did see push-in services including small group instruction. The team observed effective implementation of its program for SWD in the general education classroom through lesson differentiation and gauging of student understanding.

- In the Special Education Questionnaire, the school stated the following resources are used in the general education classroom to support the learning of SWD: enlarged text, FM system, manipulatives, picture word cards, various visuals, Behavior Specialists, Speech Pathologists, Resource Teachers, Occupational

Therapist, flash cards, dedicated aides, and intervention kits. The general education and special education teachers co-taught and used enlarged text during a read-aloud. The Speech Pathologist and at least two dedicated aides supported students in the classroom using the app Drawing Pad on individual iPads for students and graphic organizers. However, the observer did not see the use of FM system, picture word cards/flash cards, or intervention kits.

- The school noted that lesson differentiation includes small group instruction, one on one instruction, use of technology, kinesthetic activities, use of manipulative and visuals, which is measured by student engagement. The observer saw small group instruction in the general education classroom where students were grouped at different stations working with teachers or aides in the classroom. In addition, the observer saw the use of kinesthetic and visual instruction through graphic organizers Drawing Pad on individual iPads enlarged book when debriefing. The observer noted most students engaged in the small group lesson, and the two students who worked directly with the special educator were fully engaged and completed their assigned tasks.
- The school explained that teachers use such informal assessments as anecdotal records, weekly assessments, teacher made quizzes, daily observations and any other assessments that are tailored to the needs of students. Teachers convened impromptu student-teacher conferences where students are given instant feedback and solutions to challenges. In a pull-out session, the special education teacher instituted testing and accommodations for students who required them for testing. In the push-in setting, the teachers provided frequent and timely feedback to students in the small-group and whole-group setting. In the whole-group setting, the teacher called on a few students to answer questions, allowed for students to “phone a friend” if they were unable to answer the questions, and frequently used choral repetition. The observers did not see the use of teacher-made quizzes.

CHARTER MISSION, GOALS, AND ACADEMIC ACHIEVEMENT EXPECTATIONS

This table summarizes qualitative evidence related to the goals and academic achievement expectations as detailed in the school’s charter and subsequent charter amendments. Some charter goals can only be measured quantitatively. The Qualitative Site Review (QSR) team recorded evidence of what the school is doing on the ground to meet these quantitative goals. During the charter review or renewal process, DC PCSB staff will use quantitative data to assess whether the school met those goals.

Mission and Goals	Evidence
<p>Mission: The mission of Eagle Academy - Capitol Riverfront Campus is to have each student ready socially, emotionally, personally, and academically to succeed in elementary school.</p>	<p>The QSR team saw evidence that Eagle Academy PCS – Capitol Riverfront is meeting its mission. The school is designed to meet the needs of students and many teachers were attuned to the emotional, social and academic states of their students. Eagle Academy PCS used some Responsive Classroom practices, such as morning meeting, to support students socially, emotionally, and personally.</p> <p>During the observations students were engaged in a variety of academic activities. Teachers provided whole group and small group work to deliver content. Students explained answers and participated in discussions about literature and math. Students worked together to solve problems and complete tasks.</p>
<p>PMF Indicator #1: Student Progress – Academic Improvement over time</p> <p>PMF Indicator #2: Student Achievement – Meeting or exceeding academic standards</p>	<p>The QSR team observed a range of literacy work including small group instruction, whole group read-alouds, guided reading groups, and independent reading. In most classrooms multiple adults helped move students to proficiency. In one early-childhood whole group observation, students "air wrote" high frequency words, made letter sounds together and helped fill in missing letters or words on the morning meeting chart.</p>

Mission and Goals	Evidence
	<p>In a primary classroom students rotated through three teacher-led groups: leveled reader/guided reading, iPads, and word work. Students took picture walks through the book with a partner and discussed what the book might be about as a small group. Students sounded out words and matched cards to words in their books. Other students used iPads to complete ELA games and talk to the teachers about their work. Teachers engaged students in discussions by asking their opinions and encouraging them to share their ideas.</p> <p>In a few elementary observations students practiced grammar and phonics using a scripted program and workbook. Although students were engaged with the work, the level of critical thinking, differentiated instruction and discussion were lower in these lessons than in other reading instruction observations.</p> <p>The QSR team only had the opportunity to observe two math classes. The school stated that they use enVision Mathematics and manipulatives to support the concretization of abstract ideas. The QSR team did not observe specific evidence of either of these strategies. There were a few instances of math incorporated into other parts of the day. During an elementary morning meeting, students chose to play a math facts game. In one of the math observations, students began with a timed math fact warm up and then moved into assessment review. Students discussed strategies and worked together to solve the word problems. In another math observation, students were unfocused on the displayed problem and instructional time was lost at the onset of the class period. Students were later dismissed to small groups and again struggled to engage productively with the content.</p>

Mission and Goals	Evidence
<p>PMF Indicator # 3: Gateway – Outcomes in key subjects that predict future educational success</p>	<p>The QSR team observed literacy skill development across all grades. Teachers incorporated literacy skills into morning meeting charts, whole and small group instruction, and in centers. Posted objectives did not always align with the observed lessons as some were still from the previous week. No grade level standards were clearly visible, but student work and learning tasks were grade-level appropriate.</p>
<p>PMF Indicator #4: School Environment – Predictors of future student progress and achievement</p>	<p>DC PCSB uses attendance, among other indicators, to evaluate the climate of a school. DC PCSB believes that if students are not in school, they lose opportunities for learning. On each day of observations, the school had attendance rates above 85%, which is the floor of the Performance Management Framework.</p> <p>In-seat attendance on the days the QSR team conducted observations:</p> <p>Visit 1: April 4, 2017 - 94.9% Visit 2: April 6, 2017 - 88.4% Visit 3: April 13, 2017 - 89.2%</p>

THE CLASSROOM ENVIRONMENT²

This table summarizes the school’s performance on the Classroom Environment domain of the rubric during the unannounced visits. The label definitions for classroom observations of “distinguished,” “proficient,” “basic,” and “unsatisfactory” are those from the Danielson framework. The QSR team scored 67% of classrooms as “distinguished” or “proficient” for the Classroom Environment domain.

The Classroom Environment	Evidence	School Wide Rating	
Creating an Environment of Respect and Rapport	<p>The QSR team scored 100% of the observations as distinguished or proficient in this component. In all classrooms there was a high level of care and respect between students as well as teachers and students. Teachers took the time to connect with students as individuals and offered comforting supports when needed. In one observation a student became the teacher's special helper, modeling the tasks and helping to dismiss classmates for work time.</p>	Distinguished	17%
	<p>In a distinguished observation the teacher demonstrated knowledge of the students' lives outside the classroom, acknowledging when someone came in late and had been at the doctor. In this observation the teacher encouraged risk taking and when a student confused the letters "w" and "m", she praised the effort and acknowledged why that confusion might happen.</p>	Proficient	83%
	<p>The QSR team scored none of the observations as basic in this component.</p>	Basic	0%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%

² Teachers may be observed more than once by different review team members.

The Classroom Environment	Evidence	School Wide Rating	
Establishing a Culture for Learning	<p>The QSR team scored 75% of the observations as proficient in this component and none as distinguished. Many teachers used praise and encouragement to establish a high level of expectation for student learning. Additionally students praised each other with pats on the back, high-fives, and one loud cheer.</p>	Distinguished	0%
	<p>In many classrooms students demonstrated understanding of their roles as learners. In one observation students stayed on their spot for the duration of the whole group time and then worked diligently during centers. In another observation students worked at their own pace in centers, sometimes staying for the whole time working on one project with pride.</p>	Proficient	75%
	<p>The QSR team scored 25% of the observations as basic in this component. In these observations teachers and students did not engage deeply in the work. In several classrooms students floated from one center to another, engaging for a few moments in a task before moving on.</p> <p>In other observations teachers moved through the content but did not insist on precise language or correct responses. The teacher walked all students through the problems in the workbook, one by one, reading aloud each sentence. Getting through the task was the focus and students were not required to fully complete or understand the work.</p>	Basic	25%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%

The Classroom Environment	Evidence	School Wide Rating	
Managing Classroom Procedures	<p>The QSR team scored 42% of the observations as distinguished or proficient in this component. In these observations routines were well established and teachers effectively managed transitions. Materials were accessible and readily available to students, including writing utensils on the table and student organizers in pouches on the backs of the chairs.</p>	Distinguished	17%
	<p>In some of the distinguished observations, students assisted with the classroom procedures. In one early childhood classroom, without prompting, students cleaned up all their materials after using a center and one student reminded his classmate to wash and dry her hands after using the sensory table.</p>	Proficient	25%
	<p>The QSR team scored 58% of the observations as basic in this component. In these classrooms routines were inconsistent or ineffectively managed, resulting in a loss of instructional time. In a few early childhood classrooms, there were no clear processes for students to change centers or know how many students could be in a place at a time. In one observation the teacher lost significant instructional time with her small group because she wandered around to other centers frequently, addressing what students were expected to do and commenting on how many students could participate at a time.</p> <p>In another observation instructional time was lost because the teachers took a significant amount of time to redirect or ensure students were ready. In one observation the adults were slow to pass out materials and students had to wait with nothing to do. In other observations there was evidence that a routine existed with the use of call and response, but the teacher had to use it several times before students responded.</p>	Basic	58%

The Classroom Environment	Evidence	School Wide Rating	
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Managing Student Behavior	The QSR team scored 50% of the observations as distinguished or proficient in this component. In these observations student behavior was generally or entirely appropriate and teachers swiftly responded and redirected when needed. Many teachers effectively gave global and individual behavior reminders.	Distinguished	8%
	Several teachers verbalized their expectations and reinforced positive behavior. The QSR team heard several teachers use phrases such as, "If you are ready, touch your..." or "(name of student) is ready, but I'm going to wait for the rest of my friends."	Proficient	42%
	The QSR team scored 50% of observations as basic in this component. In these classrooms teachers were either inconsistent or ineffective in managing student behavior. One teacher redirected students several times and ignored some students misbehaving on the carpet. In some cases the teacher had a difficult time resetting and getting students back on task. In other observations students were loud and disorderly during work times with little redirection from the teacher. In one early childhood classroom, students threw sand at each other and climbed on the furniture.	Basic	50%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%

INSTRUCTION

This table summarizes the school’s performance on the Instruction domain of the rubric during the unannounced visits. The label definitions for classroom observations of “distinguished,” “proficient,” “basic,” and “unsatisfactory” are those from the Danielson framework. The QSR team scored 71% of classrooms as “distinguished” or “proficient” for the Instruction domain.

Instruction	Evidence Observed	School Wide Rating	
<p>Communicating with Students</p>	<p>The QSR team scored 66% of the observations as distinguished or proficient in this component. In these classrooms teachers were clear with directions, learning objectives, and content. Several teachers had students repeat the directions, or part of the task assignment, before sending them off to work. Other teachers modeled the task to the whole class, or individuals, as part of their explanation. In one observation, the teacher drew and described how to write the letter "c" before asking the student to do it.</p> <p>In one distinguished observation the teacher pushed the connection between students learning their letters so that they could read words. She then asked students to name words they could read based on the letter they were focusing on during the lesson.</p>	Distinguished	8%
		Proficient	58%

Instruction	Evidence Observed	School Wide Rating	
	<p>The QSR team scored 34% of the observations as basic in this component. In these observations students required clarification after the teacher's initial direction or explanation of content. In one early childhood classroom, the teacher attempted to model the task of drawing a short and long snake then putting out blocks to be the same size, but did not demonstrate how to count to determine length.</p> <p>In other observations there were minor content errors in either signs around the room or in the work. In one classroom students corrected sentences that needed capital letters. While the lesson focused on the months of the year, at least one sentence in the workbook also included names of holidays. These errors were not corrected by students nor were they pointed out by the teacher.</p>	Basic	34%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%
<p>Using Questioning/Prompts and Discussion Techniques</p>	<p>The QSR team scored 75% of the observations as proficient or distinguished in this component. Many teachers posed open-ended questions that could have multiple responses. Before reading books or stories teachers asked students to look at the cover and name what they noticed as a pre-reading strategy. In other observations teachers asked students to name strategies they could and would use for tackling a problem.</p>	Distinguished	8%

Instruction	Evidence Observed	School Wide Rating	
	<p>In one observation the teacher engaged students in questions, connecting the content of plants to another lesson the class had done previously. She asked the students to compare the gardens they drew during the observed lesson to the ones drawn earlier.</p>	Proficient	67%
	<p>The QSR team scored 25% of the observations as basic in this component. In several observations teachers attempted to ask questions but they were often along a single path of inquiry. In one observation the teacher attempted to ask students questions in her small group during centers, but she did not always listen to the answers or push students thinking and understanding further. Additionally only a few students were asked any questions, while the rest worked independently or copied their peers' work.</p>	Basic	25%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%
<p>Engaging Students in Learning</p>	<p>The QSR team scored 75% of the observations as distinguished or proficient in this component. Teachers used varied techniques to engage students in learning, from the Promethean boards and manipulatives to small group instruction, and, in some cases, student-led grouping. In several classrooms students chose their centers. In another observation students chose whether to use technology or a graphic organizer to show their thinking and work.</p>	Distinguished	8%

Instruction	Evidence Observed	School Wide Rating	
	<p>The pacing of lessons was generally appropriate, allowing time for students to engage in the work. Many observations included center rotations with time for small group instruction. These lessons were also differentiated for students. In one elementary observation students were regrouped across grade levels for guided reading instruction. The teacher referred to previous learning, modeled the task, and then gave students time to engage with the text and work independently.</p>	Proficient	67%
	<p>The QSR team scored 25% of the observations as basic in this component. In several early childhood observations, students moved quickly from one center to another, thus not providing the time to engage deeply with the material. Teachers in these observations did not ask students about their work, learning, or play.</p> <p>In a few other observations, student engagement with the content was passive. The requirement was the same for all students in the scripted lessons. In one writing observation students were required to underline the letters that should be capitalized in the given sentences. There was no conversation about the task, and even though students might have been able to complete it on their own, the teacher paced it so that the class had to stay together, completing each sentence one by one at the same time.</p>	Basic	25%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%

Instruction	Evidence Observed	School Wide Rating	
Using Assessment in Instruction	<p>The QSR team scored 67% of the observations as proficient in this component. No observations were rated as distinguished. Teachers used a range of feedback and data collection strategies. The QSR team saw the use of white boards where students would write their answer and hold it up for the teacher to gauge understanding. Teachers circulated during centers and small group work times to provide individual feedback as needed.</p> <p>Several teachers modeled the work expected from students to set the standard. In one observation the teacher created a model for the work at the center and left it for students to reference.</p>	Distinguished	0%
		Proficient	67%
	<p>The QSR team scored 33% of the observations as basic in this component. In these classrooms teachers gave global feedback that was not specific enough for students to adjust their work or thinking. In some observations the teachers did not focus on feedback for learning because they spent time monitoring student behavior only.</p> <p>In other observations the criteria for work was unclear. In one early childhood observation, the teacher asked students to create a rainbow like the one in the book they just read. Although the teachers asked questions of students to understand their product, much of the work did not align to the objective and this was not addressed.</p>	Basic	33%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%

APPENDIX I: THE CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

The Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict.	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among member of the class.
Establishing a Culture for Learning	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to "get by."	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assumes much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates as passionate commitment to the subject.
Managing Classroom Procedures	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.
Managing Student Behavior	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teachers' response to student misbehavior is sensitive to individual student needs.

APPENDIX II: INSTRUCTION OBSERVATION RUBRIC

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
Communicating with Students	Teacher's oral and written communication contains errors or is unclear or inappropriate to students. Teacher's purpose in a lesson or unit is unclear to students. Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning. Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
Using Questioning and Discussion Techniques	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.
Engaging Students in Learning	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials or uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.
Using Assessment in Instruction	Students are unaware of criteria and performance standards by which their work will be evaluated, and do not engage in self-assessment or monitoring. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality and in an untimely manner.	Students know some of the criteria and performance standards by which their work will be evaluated, and occasionally assess the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of the class as a whole but elicits no diagnostic information; feedback to students is uneven and inconsistent in its timeliness.	Students are fully aware of the criteria and performance standards by which their work will be evaluated, and frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information; feedback is timely, consistent, and of high quality.	Students are fully aware of the criteria and standards by which their work will be evaluated, have contributed to the development of the criteria, frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, and make active use of that information in their learning. Teacher actively and systematically elicits diagnostic information from individual students regarding understanding and monitors progress of individual students; feedback is timely, high quality, and students use feedback in their learning.