



January 11, 2021

Corey Ealons, Board Chair  
Mundo Verde Bilingual Public Charter School  
30 P Street NW  
Washington, DC 20001

Dear Mr. Ealons:

The DC Public Charter School Board (DC PCSB) conducts Qualitative Site Review (QSR) visits 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 QSR because it is eligible for its 10-year Charter Review during the school year (SY) 2020 – 21.

### **Qualitative Site Review Report**

A QSR team conducted a virtual site review of Mundo Verde Bilingual Public Charter School – Calle Ocho from September 28, 2020 – October 9, 2020.

DC PCSB intended to conduct the QSR in the spring of SY 2019 – 20. However, the COVID-19 pandemic resulted in all DC public charter schools physically closing in March 2020 through the end of school year. As a result, the observations in this report were postponed to SY 2020 – 21 and took place remotely. The disruption in traditional school programming due to COVID-19 has had an untold impact on classroom environment and instruction, the primary areas of focus in this report. Observers considered these factors while visiting classrooms. Enclosed is the team's report.

Sincerely,

Michelle J. Walker-Davis, Ed.D.  
Executive Director

## Qualitative Site Review Report

**Date:** January 11, 2020

### **Campus Information**

**Campus Name:** Mundo Verde Bilingual Public Charter School - Calle Ocho (Mundo Verde PCS – Calle Ocho)

**Ward:** 5

**Grade Levels:** Pre-kindergarten 3 through First

### **Qualitative Site Review Information**

**Reason for Visit:** School eligible for 10-year Charter Review during SY 2020 – 21

**Two-week Window:** September 28 – October 9, 2020

**QSR Team Members:** One DC PCSB staff member and two consultants, including two bilingual observers, one English learner (EL) specialist, one special education (SPED) specialist

**Number of Observations:** 11 unscored observations

**Total Enrollment:** 360<sup>1</sup>

**Students with Disabilities Enrollment:** 12

**English Learners Enrollment:** 44

**In-seat Attendance on Observation Days:**<sup>2</sup>

**Visit 1:** September 29, 2020 – 96.1%

**Visit 2:** October 1, 2020 – 97.5%

**Visit 3:** October 2, 2020 – 95.5%

**Visit 4:** October 5, 2020 – 95.8%

**Visit 5:** October 6, 2020 – 95.0%

### **Summary**

According to the school's mission,

Mundo Verde Bilingual Public Charter School aims to foster high levels of academic achievement among a diverse group of students by preparing them to be successful and compassionate global stewards of their

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<sup>1</sup> This enrollment figure is based on preliminary, unvalidated data as of October 5, 2020.

<sup>2</sup> During SY 2020 – 21, educational services are being provided both in-person and via distance learning. While during normal operations there is a consistent city-wide definition of what constitutes "present" (a student must be physically present for at least 80% of the instructional day), there is significantly more variation in what constitutes "present" during distance learning. In-seat attendance as presented here represents all students receiving educational services, whether in-person or remote. This rate is fundamentally different than in-seat attendance during a typical year, and caution should be taken when comparing schools to each other or to historic rates.

communities through an engaging curriculum focused on sustainability and biliteracy.

The QSR team observed strong evidence that Mundo Verde PCS – Calle Ocho is achieving its mission. DC PCSB observers saw evidence of teachers consistently beginning classes with a learning target, unpacking key vocabulary, and addressing misconceptions. Teachers communicated the importance of the content and held high expectations for all students to participate in virtual instruction. Students eagerly engaged in lessons in Spanish, with some English for clarification when needed. Students also supported their peers in speaking tasks. Teachers engaged students in academic content to classify and tally popsicle sticks according to color, make connections from their own life to a story about perseverance, and discuss animals such as elephants and narwhals.

During the two-week observation window, the team used a modified version of Charlotte Danielson's *Framework for Teaching* to examine classroom environment and instruction (see Appendices I and II). After careful consideration regarding the uniqueness of virtual instruction, DC PCSB elected to summarize the overall findings from the observations using specific examples that apply to each indicator of the rubric, rather than assess individual scores and percentages for each domain. Therefore, the review team did not score any of the observations. Instead, observers used Charlotte Danielson's *Framework for Teaching* tool to make determinations about how well Mundo Verde PCS – Calle Ocho is meeting its mission, based on specific examples of evidence the team observed during remote visits.

In the Classroom Environment domain, observers noted that teacher and student interactions were warm and happy. The teachers also modeled caring interactions with each other. In one class, a teacher struggled with her internet connection and the other two teachers took over while she tried to resolve it. When she returned, she thanked the other teachers and one responded, "that is what we are here for, to support each other." The other teacher affirmed, "exactly." Student behavior was generally appropriate, and teachers managed classroom materials and procedure with little disruptions to learning. In the Instruction domain, teachers clearly articulated learning targets throughout lessons. Observers noted high student engagement, evidenced by student participation as they used objects such as clouds and animals to model solving algebraic equations for a missing number and moved along with the teacher and one another to practice alphabet sounds.

### Governance

Corey Ealons chairs the Mundo Verde PCS Board of Trustees. The School Reform Act requires each DC public charter school to have a majority of DC residents and two

parents on its board, which the school has been compliant with for the past five years.

### Specialized Instruction for Students with Disabilities

Prior to the two-week observation window, Mundo Verde PCS – Calle Ocho completed a questionnaire about how it serves its students with disabilities. Reviewers looked for evidence of the school’s articulated program. Overall, the observation team found that the school implements its stated SPED program with fidelity as evidenced by co-planning by teachers, individual pull-out instruction, differentiated materials, and specific strategies that support accommodations. Key trends from the SPED observations are summarized below.

- Within general education classrooms, reviewers observed the SPED teacher working with students in virtual small group breakout rooms. In many observations, students engaged in assignments, using modified instructional materials aligned to the general education curriculum content. In classes with a second adult present, the second adult redirected student behavior and elaborated on students’ questions.
- For students who require services outside of the general education setting, the school provides students with individual coaching. During one-on-one observations, the teacher granted extended time accommodations, modeled the task expectation, and chunked lesson tasks. However, the teacher’s pacing was inconsistent in response to the student’s needs. In some observations, much of the lesson was not connected to the new content. Symmetry and shapes were discussed as well as math terminology, but the guided practice focused on flash cards with numbers. The student was able to play math games and begin working with shapes. Due to time, the student was not able to move on to activities that supported the initial lesson taught.
- The QSR team observed multiple examples of teachers providing accommodations as the school described. During one observation, the teacher used props and manipulatives (e.g., stuffed animals, colored markers, and counters) during the lesson. Another teacher modeled finger counting and prompted students to use their fingers as counters. A QSR observer saw a student using what appeared to be putty or Play-Doh during a lesson. The teacher briefly redirected the student to “remember to use that properly in your hands.” The teacher also pointed to the alphabet line along with the student for reference.

### Specialized Instruction for English Learners

Prior to the two-week observation window, Mundo Verde PCS – Calle Ocho completed a questionnaire about how it serves its English Learners (ELs). The questionnaire included changes to the EL program based on the school's move to virtual learning. The QSR team looked for evidence of the school's articulated program. According to the questionnaire, the school's EL program "enables English Learners to develop academic skills while learning English...It is the responsibility of our Dual Language educators to provide language learner supports ourselves, inside the English and Spanish component classrooms, instead of expecting a pull out to satisfy this need." Therefore, DC PCSB observed full-group instruction to understand how lead teachers, teaching fellows, and classroom associates support ELs through the school's English language acquisition model in a general education classroom setting.

Mundo Verde PCS – Calle Ocho cites the English Learner Instructional Tool for Evaluation (ELITE) rubric as a mechanism for tracking the supports it provides ELs. The ELITE rubric focuses on phonemic awareness, academic vocabulary, integrating English language comprehension into academic content, opportunities for writing, and small group intervention. During DC PCSB's virtual visits, observers saw teachers promote phonemic awareness and academic vocabulary. For example, during a literacy workshop, an observer saw a class learning words associated with fall, such as, "maze, hay, bob (for apples), and explore." During this lesson, when a student struggled to use a picture as a context clue when reading, the teacher helped the student sound out the word bob, "what does a b sound like?" The student replied, "ba" and was able to isolate sounds to read the full word. Observers also saw teachers integrating English language comprehension into academic content. During a math workshop, for example, an observer saw a teacher explaining the learning target, saying "I can represent the same story using the cumulative property," she added, "Remember, when you represent something you show it a different way." DC PCSB did not observe meaningful opportunities for students to develop their writing skills.

Per the school's EL questionnaire, "dual language programs have been proven highly effective in supporting the needs of language learners, when they share the same home language as the program's second language." The school's English language acquisition model is designed to support a Spanish-speaking EL student in a group setting. However, observers could not determine the extent to which the school's program is positioned to provide intensive supports to an EL student who speaks a language other than Spanish, especially with very low levels of English proficiency (e.g., a newcomer from a non-Spanish speaking country).

### THE CLASSROOM ENVIRONMENT<sup>3</sup>

This table summarizes the evidence collected on the Classroom Environment domain of the rubric during the unannounced virtual observations. Please see Appendix III for a breakdown of each subdomain.

Classroom Environment	Evidence
<b>Creating an Environment of Respect and Rapport</b>	<p>The QSR team observed warm interactions between teachers and students. They shared big smiles, waves, and greetings, including “It is so great to see you. I’ve missed you!” Students exhibited respect for their teachers by raising their hands and listening to their teachers speak. Teachers demonstrated care for student lives outside of school by inviting students to share what they ate for lunch and mentioning student interests based on observations in their home environments. Interactions between the teacher and students demonstrated caring about individual students. A student said, “I can’t see the screen.” The teacher responded, “No worries. I will help you.” Students engaged positively with each other and volunteered questions and thoughts throughout the lessons DC PCSB observed. In one class, the teacher reminded students that, “each of us have to wait our turn to speak and use our listening ears with our friends.” Students waited for classmates to finish speaking before beginning to talk.</p>
<b>Establishing a Culture for Learning</b>	<p>Most teachers displayed high expectations for learning for all students. One teacher shared her passion for reading by using big gestures, an enthusiastic tone, and exaggerated facial expressions. In other classrooms, teachers demonstrated the importance of the content by saying, “We are going to work on math skills that we will use for a long time,” and “It is very important that we get the materials that we need so that we don’t have to get up and interrupt our learning.” Another teacher insisted on students using precise language. Students expended good effort to complete high-quality work. In a classroom where the students worked on writing a math equation for a word problem, one small group wrote the equation three different ways until they got it correct. In another class, students focused on writing vowels on a piece of paper. A student wrote the letter “E” five times until it was perfect saying, “I tried to do it and I couldn’t but look at what I did.” Teachers also recognized students’ effort and persistence. When a student read aloud to the class, the teacher said, “Thank you for sticking with it and getting through those tough words, [Student X].” By contrast, in one observation, the teacher demonstrated focus on work completion rather than quality, by saying “Let’s just finish this.” In response, students provided rote answers and the reading task was completed without probing questions or further engagement. This observation was an anomaly.</p>

<sup>3</sup> Teachers may be observed more than once by different review team members.

<b>Classroom Environment</b>	<b>Evidence</b>
<b>Managing Classroom Procedures</b>	<p>Generally, classroom routines functioned smoothly as evidenced by students moving through routines with minimal prompting or intervention from the teacher. Teachers communicated expectations for transitions between large- and small-group activities. For example, one teacher said, “Before we learn our new skill, lets practice our sight words.” Another said, “In order to move to small groups we have to finish our math application – right now you need a white board or a piece of white paper.” The co-instructors worked together to maximize instruction time, checking student screens for materials and managing technology issues. Students generally understood routines; for example, they muted and unmuted their audio without difficulty.</p>
<b>Managing Student Behavior</b>	<p>The classroom environments were orderly and productive. Standards of conduct appeared to have been established and students generally honored behavior expectations. In one class, students were talking out of turn. The teacher effectively reset the class by placing all students on mute and giving a pre-correction before continuing, “ok, let’s wait for [Student A] to share. I want to hear from [Student A] and only [Student A].” Teachers monitored student behavior and narrated positive students’ behavior saying, “I know that you’re listening when your eyes are on me and your hands are free,” “I see that [Student B] has their paper and marker. Who else?” and “I love how [Student C] is sitting quietly completing his assignment; excellent job friend.” Teachers effectively and respectfully redirected instances of student misbehavior. For example, one teacher affirmed students who responded by showing their answer on their hands rather than yelling out, “I agree with you, [Student D], I agree with you [Student E].”</p>

## INSTRUCTION

This table summarizes the evidence collected on the Instruction domain of the rubric during the unannounced virtual observations. Please see Appendix III for a breakdown of each subdomain.

Instruction	Evidence
<b>Communicating with Students</b>	Teachers clearly stated learning targets and where appropriate, explained academic vocabulary. Teachers said, “Let’s unpack that learning target because I heard some big juicy words and phrases” and “There’s a lot of big words in here, so we’re going to unpack them. Never fear we will unpack them.” Teachers also connected learning targets to previous learning experiences by asking questions that focused on connecting school values to lessons from a text. Teachers also did this by reminding students what they learned during their morning lesson in order to use that knowledge in the afternoon lesson. Teachers described specific strategies students might use and invited students to interpret them in the context of what they were learning. At times, teachers withheld information to encourage student thinking. In other observations, teachers modeled different approaches and processes necessary to complete a task. Students consistently engaged with learning tasks, indicating that they understood what they were to do. Teachers’ vocabulary and usage were correct and suited to the lessons observed.
<b>Using Questioning/ Prompts and Discussion Techniques</b>	Teachers asked a mix of high- and low-level questions. Some questions promoted student thinking, but many had a single correct answer. For example, teachers asked students to state their prediction as the story progressed, to describe a time that they felt the same way as the character in the story, and to name objects that begin with the letter A. They also asked, “What do you see? What is this here?” and “Did you like the story/video?” Teachers built on and used student responses to deepen student understanding: “So I want to repeat what [Student A] just said. He said that he did it in reverse, like this. Do you agree with [Student A]?” In one observation of note, a student initiated a higher-order question. While answering a word problem, one student asked, “How do I know if I did it the right way?” and then realized, “Oh, there are many right ways, right?” The teacher affirmed. Across observations, the teachers made effective use of wait time, “Let’s give Student B a chance to answer. You can answer the next question.” Many students actively engaged in the discussion in all of the classes, raising their hands physically and virtually. Throughout the lessons the teachers called on students who had their hands raised and other students by name, “let’s see who I haven’t heard from today. I want to hear from my friend, [Student C].”



Instruction	Evidence
<b>Engaging Students in Learning</b>	The QSR team observed evidence that most students were intellectually engaged in the lessons. Students were invited to explain their thinking as part of completing tasks through the use of intentional student groupings via talk buddies, journals, and other reference tools for support. The instructional materials and resources considered student interests and required intellectual engagement. Students drew objects such as clouds and animals to model solving algebraic equations for missing numbers, watched a video of a tiger becoming a ballerina to learn about persistence, and reacted to a story where a crocodile turned out to be a dragon. The structure and pacing of the lessons progressed smoothly from one activity to the next; however, more time was generally spent on guided practice, leaving limited time for independent practice and closure at the end of the synchronous lesson.
<b>Using Assessment in Instruction</b>	Students appeared to be aware of the standards of high-quality work as they followed along, tracked, or worked to complete activities. In a math lesson the teacher reminded students of her model and stated, “You see what I have here, I have my word problem written out in pictures. I want to see you do the same. I want to see clear number groups.” Across math classes, teachers asked students to show their work and provided specific and timely feedback. In response to a student’s misstep, a teacher said, “Sweetie, check your numbers to make sure they are correct.” When the students adjusted their work, the teacher responded, “Perfect. Continue.” Students were also invited to assess their own work and make improvements; most of them did by comparing their work to an exemplar that the teacher had projected. Overall, the QSR team observed teachers eliciting information globally and individually to determine student understanding.

Work Sample Review

As an added accountability measure to account for the limits of virtual observations, during SY 2020 – 21, DC PCSB reviewed ten student work samples in addition to classroom observations. Mundo Verde PCS – Calle Ocho submitted five English language arts (ELA) samples and five math samples covering a range of grade levels and assignment types. The QSR team evaluated the work samples based on grade-level alignment to college and career ready standards, including Common Core.<sup>4</sup>

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<sup>4</sup>See here for more information on the shifts in the college and career ready standards here: <https://achievethecore.org/category/419/the-shifts>

Each work sample was reviewed in the areas of content, practice, and relevance.<sup>5</sup> The review tools are based on The New Teacher Project’s report: *The Opportunity Myth*.<sup>6</sup>

The goal of the review is to answer three essential questions:

1. Does this assignment align with the expectations defined by grade-level standards, including a high-quality text and text-based questions?
2. Does the assignment provide meaningful practice opportunities for this content area and grade-level?
3. Overall, does the assignment give students an authentic opportunity to connect academic standards to real world issues and/or context?

DC PCSB used the criteria below to assign an overall rating to each ELA assignment.<sup>7</sup>

	<b>Content</b>	<b>Practice</b>	<b>Relevance</b>
Sufficient	The assignment is based on a high quality, grade appropriate text and contains questions that reach the depth of the grade level standards.	The assignment both integrates standards and requires students to use what they learned from the text.	The assignment builds grade appropriate knowledge, gives students a chance to use their voice and/or connects to real world issues.
Minimal	The assignment is based on a high quality, grade appropriate text but does not contain questions that reach the depth of the standard.	Either the assignment does not integrate standards, or it does not require students to use what they learn from the text.	The assignment builds grade appropriate knowledge but does not give students a chance to use their voice and does not connect to real world issues.
No Opportunity	The assignment is not based on a high quality, grade appropriate text.	The assignment does not integrate standards and does not require students to use what they learn from the text.	The assignment does not build grade appropriate knowledge, does not give students a chance to use their voice and does not connect to real world issues.

Of the five ELA samples submitted, three assignments received an overall rating of sufficient. These assignments gave students an opportunity to use their voice, integrated standards, and required students to use what they learned from the text. Two assignments received an overall rating of minimal. While these assignments gave students the opportunity to connect to real world issues, they did not focus on a high quality, grade appropriate text. Some evidence is captured below:

<sup>5</sup> Reviewers used this tool for ELA work samples: <https://dcpcsb.egnyte.com/dl/SsIFfy9Ab7>. Reviewers used this tool for Math work samples: <https://dcpcsb.egnyte.com/dl/Ca2F7INXld>.

<sup>6</sup> See here for more information: <https://opportunitymyth.tntp.org/>

<sup>7</sup> The overall assignment rating scale can be found here: <https://dcpcsb.egnyte.com/dl/bzuOyBrYzK>

- Kindergarten students created an informative seed packet to encourage other children to plant, grow, and eat vegetables. This assignment gave students the opportunity to connect kindergarten writing standards to real-world contexts, while also referencing what they learned from multiple grade-level texts.
- First grade students wrote stories about small moments in their lives to practice writings with a detailed beginning, middle, and end. This assignment gave students the opportunity to practice multiple first grade writing standards but did not connect to grade level appropriate texts.

DC PCSB used the criteria below to assign an overall rating to each math assignment.

	<b>Content</b>	<b>Practice</b>	<b>Relevance</b>
Sufficient	All the questions on the assignment reach the depth of the targeted grade-level standard(s).	The assignment includes an opportunity to engage with at least one mathematical practice at the appropriate level of depth.	The assignment connects academic content to real world experiences and allows students to apply math to the real world in a meaningful way. It may also include novel problems.
Minimal	More than half (but not all) of the questions on the assignment reach the depth of the targeted grade-level standard(s).	The assignment includes an opportunity to engage with at least one critical math practice, but not at the level of depth required by the standard.	The assignment connects academic content to real-world experiences, but the problems do not allow students to apply math to the real world in a meaningful way.
No Opportunity	Less than half of the questions on the assignment reach the depth of the targeted grade level standard.	The assignment provides no opportunity to engage with critical mathematical practices while working on grade-level content.	The assignment does not connect academic content to real world experiences

Of the five math samples submitted, four assignments received an overall rating of sufficient. On these work samples, assignments were based on high quality, grade appropriate texts, contained questions that reached the depth of the grade level standards, and required students to use what they learned from the text. One assignment received an overall rating of minimal. This assignment did not connect academic content to real world experiences. Some evidence is captured below:

- First grade students used addition and subtraction within 20 to create word problems and draw pictures that correspond to number sentences. This was a

high-quality assignment because students had the opportunity to engage with the full standard, use multiple mathematical practice standards, and build their application skills in a real-world context.

- Kindergarten students connected counting to cardinality and decomposed numbers into pairs. The assignment met grade-level standards and gave students practice with grade-appropriate operations; however, the problems did not lend themselves to multiple solution paths.

## APPENDIX I: THE CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

The Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
<b>Creating an Environment of Respect and Rapport</b>	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.
<b>Establishing a Culture for Learning</b>	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.
<b>Managing Classroom Procedures</b>	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.
<b>Managing Student Behavior</b>	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
<b>Communicating with Students</b>	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.
<b>Using Questioning and Discussion Techniques</b>	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.
<b>Engaging Students in Learning</b>	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.
<b>Using Assessment in Instruction</b>	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.