| **Category** | **Level I** | **Level II** | **Level III** | **Level IV : New Vision** |
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| Communication of Standards | The number and exact wording of the leading standard is posted in the learning space. | The number and exact wording of the leading standard is posted and is accessible to all students in the learning space. The teacher reads the leading standard to the students. | The number and exact wording of the leading standard is posted and is accessible to all students in the learning space.The leading standard and learning expectations are discussed with students prior to OR during the lesson. Key vocabulary and verbs from the leading standard are emphasized. | The number and exact wording of the leading standard is posted and is accessible to all students in the learning space. The leading standard and learning expectations are discussed with students prior to AND during the lesson.Key vocabulary and verbs from the leading standard are emphasized visually and/or orally within the context of the learning. |
| Student Understanding of Learning Expectations | Teacher reads posted leading standard to students.Students can read, repeat, or locate the leading standard. | The teacher states the leading standard in terms that align to the learning expectations.Students restate connections between the leading standard and the learning expectations.  | The teacher leads students through a process of restating the leading standard and learning expectations in terms that align to the task and/or performance.Students explain the leading standard and learning expectations, and they begin to independently make connections between the learning expectations and the work they are doing. | The teacher facilitates and monitors a process where students discuss the leading standard and learning expectations in terms that align to the task and/or performance.Students articulate and demonstrate connection/ relationship between the leading standard and learning expectations and transfer their understanding to the work they are doing. |
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| Tasks and Work Products  | Teacher assigns low-level tasks that may be aligned to the content, but do not reflect the context or cognitive rigor of the TEKS.Tasks and work products are designed with no regard for individualism, collaboration, or student choice. | Teachers design tasks and work products that are only aligned with the content and context, but do not reflect the cognitive rigor of the TEKS.Tasks and work products are designed with some elements of collaboration or student choice.  | Teachers design tasks and work products that are authentic and are aligned with the content, context, and cognitive rigor of the TEKS.Tasks and work products are designed to promote individualism, collaboration, or student choice, and incorporate the use of digital tools. | Teachers and students collaborate to design tasks and work products that are authentic and are tightly aligned with the content, context, and cognitive rigor of the TEKS.Tasks and work products are designed to promote individualism, collaboration, student choice, and incorporate the use of digital tools. |
| Feedback Based Upon Student Performance  | Teacher provides summative feedback about the students’ daily work, performances, and assessments.Feedback is non-specific and infrequent. | Teacher provides summative and/or formative feedback about the students’ daily work, performances, and assessments.Feedback is specific and timely. | Teacher provides formative and summative feedback about the students’ daily work, performances, and assessments to evaluate progress toward mastery of the standards.Teacher provides descriptive and narrative feedback about how the students’ work demonstrates the content, context, and cognitive rigor of the standard.Feedback is specific and timely. | Teacher provides formative and summative feedback about the students’ daily work, performances, and assessments to evaluate progress toward mastery of the standards. A variety of feedback formats are utilized, including rubrics.Teachers, peers, and students themselves provide descriptive and narrative feedback about how the students’ work demonstrates the content, context, and cognitive rigor of the standard.Feedback is specific, timely and leads students to master learning goals. |
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| Student Self-Evaluation | Students receive learning goals from the teacher, but are not given time to reflect on progress toward mastery of the standards.  | Students receive learning goals from the teacher and are given time to reflect on progress toward mastery of the standards. Class performance is posted without addressing individual student performance.  | Students collaborate with teacher to set personal learning goals, and students are given time to reflect on progress toward mastery of the standards.Students track their progress in comparison to classroom performance. | Students collaborate with teacher to set personal learning goals, and students are given time to reflect on progress toward mastery of the standards.Students track their progress and continuously re-evaluate personal learning goals. |