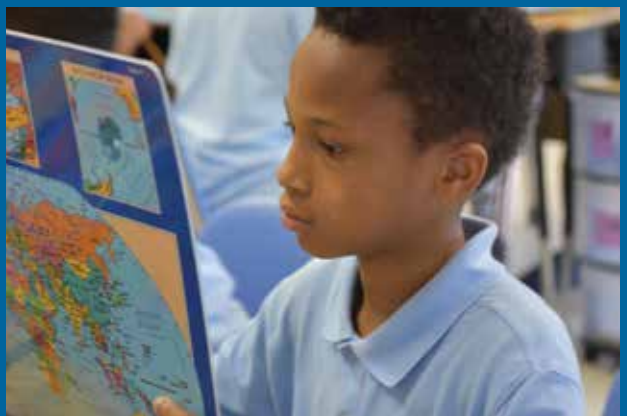
The DCPS Essential Practices

Grades 1–12



IMPACT DISTRICT OF COLUMBIA PUBLIC SCHOOLS

The District of Columbia Public Schools Effectiveness Assessment System for School-Based Personnel

The DCPS Essential Practices

Grades 1–12

ESSENTIAL PRACTICE 1 CULTIVATE A RESPONSIVE LEARNING COMMUNITY

	1.A Supportive Community	1.B Student Engagement
LEVEL 4	All students are valued members of a welcoming and responsive learning community.* **Students are authentically welcoming and responsive to one another.**	All students are engaged throughout the learning experience OR almost all students are engaged throughout the learning experience and the teacher responds to disengagement by inviting students back in to the learning experience. **Students demonstrate deep investment in the learning experience.**
	For example, the students: • Demonstrate interest in the thoughts, opinions, and well-being of each other • Provide peers with meaningful and specific feedback/praise • Productively collaborate across difference (e.g., cultural, racial, linguistic, dis/ability, and/or gender) *See also examples from Level 3*	For example, the students: • Persevere when they struggle with challenging content or activities • Demonstrate interest in, commitment to, or excitement about what they are learning and doing *See also examples from Level 3*
LEVEL 3	All students are valued members of a **welcoming and responsive** learning community.*	**All** students are engaged throughout the learning experience OR **almost all** students are engaged throughout the learning experience and the teacher **responds to disengagement** by inviting students back in to the learning experience.
	For example, the teacher: • Demonstrates interest in the thoughts, opinions, and well-being of all students • Fosters student thinking about and planning for long-term goals • Equitably provides students with meaningful and specific feedback/praise • Demonstrates an equitable commitment to all students' ability to be successful • Effectively uses positive reinforcement	For example, the teacher: • Responds to disengagement by inviting students back in a positive way • Successfully utilizes strategies such as proximity, non-verbal cues, or reflection exercises that support students' reengagement with content • Recognizes when students need space and/or time to successfully refocus • Redirects behavior in an effective and positive way For example, engaged students: • Complete tasks and/or remain focused on learning (e.g., participate during seminars or whole-class discussions, complete small group or station work, remain immersed in a text, task, or activity)
LEVEL 2	The teacher is **respectful** of students; students **generally comply** with the teacher's directions.*	**Almost all** students are engaged throughout the learning experience; the teacher **does not respond** to student disengagement.
	For example, the teacher: • Acknowledges students generally, but does not display specific concern for students' thoughts, opinions, and/or feelings For example, most students: • Follow instructions, but sometimes reluctantly	For example, the teacher: • Does not attempt to invite disengaged students back in to the learning experience • Ignores students who are disengaged for an inappropriate amount of time
LEVEL 1	The expectation of Level 2 practice is not met.	The expectation of Level 2 practice is not met.
	For example, the teacher: • Does not demonstrate respectfulness • Does not include an individual student or a subgroup of students in the learning experience when appropriate to do so	For example, the teacher: • Responds negatively to student disengagement For example, most students: • Demonstrate disengagement throughout the learning experience and are not invited to return

**Observers should consider the point in the school year when assessing this standard. For example, the teacher may be in the early stages of building classroom community at the beginning of a semester or when orienting new students to the classroom. Therefore, evaluators might credit teacher prompting or other proactive community building actions as evidence of a welcoming and responsive learning community.*

ESSENTIAL PRACTICE 1 — CULTIVATE A RESPONSIVE LEARNING COMMUNITY

English Language Arts Content-Specific Examples

Leap Module Examples — LEAP modules support teachers in developing students' abilities to contribute to a responsive learning community.

K–5 LEAP modules feature the following core instructional practices:

- Flexibly move students in and out of groups as their instructional needs change
- Plan opportunities to leverage collaborative conversations as a structure supporting evidence-based writing
- Cultivate a literacy rich environment that promotes a love of reading and writing

Grade 6–12 LEAP modules feature the following core instructional practices:

- Employ targeted strategies to support students in comprehending the text
- Design and implement lessons that develop students' ability to develop clear and coherent writing in which development, organization, and style are appropriate to task, purpose, and audiences
- Use academic discourse structures to support students in analyzing the text, clarifying, and challenging ideas persuasively
- Support students in exploring writers' use of varied syntax to create effect

Mathematics Content-Specific Examples

Leap Module Examples — LEAP modules support teachers in developing students' abilities to contribute to a responsive learning community.

K–8 LEAP modules feature the following core instructional practices:

- Engage students in purposeful sharing of mathematical ideas, reasoning, and approaches, using varied representations in small-group and classroom discussions
- Allocate sufficient wait time so that more students can formulate and offer responses
- Praise students for their efforts in making sense of mathematical ideas and perseverance in reasoning through problems

Grade 9–12 LEAP modules feature the following core instructional practices:

- Engage students in purposeful sharing of mathematical ideas, reasoning, and approaches, using varied representations in small-group and classroom discussions
- Select and sequence student approaches and solution strategies for whole-class analysis and discussion
- Help students realize that confusion and errors are natural parts of learning by facilitating discussions on mistakes, misconceptions, and struggles

Social Studies Content-Specific Examples

Leap Module Examples — LEAP modules support teachers in developing students' abilities to contribute to a responsive learning community.

LEAP modules feature the following core instructional practices:

- Use the question-formation technique to promote students' crafting their own questions that help to spark and sustain inquiry
- Effectively plan the use of discourse protocols in order for students to analyze their evidence and develop/explain claims with peers
- Develop protocols that foster student engagement through self-awareness and self-management

Science Content-Specific Examples

Leap Module Examples — LEAP modules support teachers in developing students' abilities to contribute to a responsive learning community.

LEAP modules feature the following core instructional practices:

- Use academic discourse to support students in asking questions
- Use academic discourse structures to support students in analyzing texts, clarifying claims, and critiquing peers' arguments
- Plan a variety of collaborative conversation structures that align to the intended learning outcome and that strategically support students in building on others' ideas and expressing their own clearly and persuasively

ESSENTIAL PRACTICE 2 CHALLENGE STUDENTS WITH RIGOROUS CONTENT

2.A Rigorous Content

LEVEL 4

The learning experience is both aligned to academic standards (as defined by the Common Core State Standards or other appropriate content standards) and challenging for students. **The learning experience fosters students' intellectual curiosity about the content.**

For example, the teacher:
- Supplements curricular materials or makes instructional choices that build students' interest in the content
- Makes meaningful connections between the content and other content areas/academic disciplines and/or students' lives
- Has students grapple with compelling questions and ideas
- Demonstrates deep commitment to the discipline and/or enthusiasm about the content

See also examples from Level 3

LEVEL 3

The learning experience is both **aligned** to academic standards (as defined by the Common Core State Standards or other appropriate content standards) and **challenging** for students.

For example, aligned content is derived from:
- Common Core State Standards; Next Generation Science Standards; College, Career, and Civic Life (C3) Framework; WIDA; ACTFL; CCTC; or other relevant standards
- DCPS or DCPS-endorsed curriculum
- DCPS Cornerstone assignments or projects
- DCPS digital instructional resources (e.g., Lexia®, iReady®, ST Math®, Discovery Education Techbook®, other blended learning activities)
- DCPS-endorsed social and life skills curricula

AND

For example, the learning experience is challenging such that it:
- Focuses on content and skill(s) students need to successfully meet or exceed grade-level standards
- Is reflective of high expectations for students' learning
- Features content worthy of students' time and effort

LEVEL 2

The learning experience is **aligned** to content standards (as defined by the Common Core State Standards or other appropriate content standards) but is **not sufficiently challenging** for students.

For example, aligned content is derived from:
- Common Core State Standards; Next Generation Science Standards; College, Career, and Civic Life (C3) Framework; WIDA; ACTFL; CCTC; or other relevant standards
- DCPS or DCPS-endorsed curriculum
- DCPS Cornerstone assignments or projects
- DCPS digital instructional resources (e.g., Lexia®, iReady®, ST Math®, Discovery Education Techbook®, other blended learning activities)
- DCPS-endorsed social and life skills curricula

BUT

For example, the learning experience is not sufficiently challenging such that it:
- Features content that is unlikely to move students significantly toward grade-level standards
- Is not reflective of sufficiently high expectations for students' learning

LEVEL 1

The expectation of Level 2 practice is not met.

For example, the learning experience is:
- Neither challenging for students nor aligned to appropriate content standards
- Developmentally inappropriate for students' age and/or grade level

ESSENTIAL PRACTICE 2 — CHALLENGE STUDENTS WITH RIGOROUS CONTENT

English Language Arts Content-Specific Examples

Essential Practice Examples	Leap Module Examples
This practice aligns with Instructional Practice Guide (IPG) Core Action 1: Focus each lesson on a high-quality text (or multiple texts).	LEAP modules unpack the complexity of the Common Core State Standards by focusing on their specific strands (Reading, Writing, Speaking and Listening, and Language).
For example, ELA content: • Features reading, writing, and speaking about literary or informational text(s) of appropriate complexity and that build content knowledge • Focuses on key attributes of a writing genre (i.e., opinion/argument, informative/explanatory, or narrative writing)	K–5 LEAP modules feature the following core instructional practices: • Plan questions and prompts for small group literacy that reflect the rigor defined in the Common Core State Standards • Plan text dependent questions and prompts designed to increase student understanding of the inferential meaning of a text • Leverage the read aloud to model fluency and build content knowledge
For example, grade 1–2 ELA content: • Provides opportunities for students to practice emerging phonics skills with text • Features shared reading, writing, speaking, and research opportunities • Addresses foundational skills and connects acquisition of these skills to making meaning from text	Grade 6–12 LEAP modules feature the following core instructional practices: • Use curricular texts to support students in selecting the most relevant evidence to develop the topic • Design and implement lessons that develop students' ability to develop clear and coherent writing in which development, organization, and style are appropriate to task, purposes, and audiences • Cohesively embed grammar instruction to ensure students demonstrate command of standard English in both speaking and writing
For example, grade 3–12 ELA content: • Provides opportunities for students to cite specific textual evidence when writing or speaking to draw conclusions from text • Includes research projects based on focused, text-relevant questions	

Social Studies Content-Specific Examples

Essential Practice Examples	Leap Module Examples
This practice aligns with the DC Social Studies Standards and with the C3 Framework, especially Dimension 2: Applying Disciplinary Tools and Concepts.	LEAP modules unpack the complexity of the C3 Framework and Common Core State Standards as it relates to each course's curricular content.

For example, social studies content:
• Features reading, writing, and speaking about complex text of varying formats (e.g., historical and contemporary documents, maps, images, political cartoons, video clips, objects, and charts)
• Explores compelling and supporting questions through inquiry, research, and writing
• Integrates social studies skills (e.g., gathering and evaluating sources) while promoting a depth of understanding of content in these areas of focus (grades):
  ▪ U.S. History (1, 2, 4, 5, 8, and 11)
  ▪ World History (7, 9, and 10)
  ▪ Government (1, 2, and 12)
  ▪ D.C. History (3 and 12)
  ▪ Geography (3 and 6)
	LEAP modules feature the following core instructional practices:
	• Develop keen awareness of the big ideas, content knowledge, and skills students will gain during the unit of study
	• Foster students' capacities to recognize patterns of causation that occur throughout history
	• Support students to deeply analyze how problems manifest on local, regional, and global levels while assessing causes and challenges in addressing these problems

ESSENTIAL PRACTICE 2 — CHALLENGE STUDENTS WITH RIGOROUS CONTENT

Mathematics Content-Specific Examples

Essential Practice Examples	Leap Module Examples
This practice aligns with Instructional Practice Guide (IPG) Core Action 1: Ensure the work of the lesson reflects the Shifts required by the Common Core State Standards for Mathematics.	LEAP modules support teachers in identifying appropriate goals aligned to the Common Core State Standards, the Eureka curriculum, and students' individual progress and learning trajectories.
For example, mathematics content: • Extends previous learning by making connections with mathematics content, methods, and models from previous grades • Intentionally targets the aspect(s) of rigor (conceptual understanding, procedural skill and fluency, application) called for by the standard(s) being addressed • Focuses on and promotes a depth of understanding of content in these domains (grades) ▪ Numbers and operations in base 10 (1–5) ▪ Numbers and operations – Fractions (3–5) ▪ The number system (6–8) ▪ Number and quantity (HS) ▪ Measurement and data (1–HS) ▪ Geometry (1–HS) ▪ Statistics and probability (6–HS) ▪ Operations and algebraic thinking (1–5) ▪ Expressions and equations (6–8) ▪ Ratios and proportional relationships (6–7) ▪ Functions (8–HS) ▪ Algebra (HS) ▪ Modeling (HS)	K–8 LEAP modules feature the following core instructional practices: • Establish clear goals that articulate the mathematics students are learning as a result of instruction in a lesson, over a series of lessons, or throughout a unit • Identify how goals fit within a mathematics learning progression and connect to the major standards for the course • Focus students' attention on the structure of essential features of mathematical ideas that appear, regardless of their representation Grade 9–12 LEAP modules feature the following core instructional practices: • Establish clear goals that articulate the mathematics students are learning as a result of instruction in a lesson, over a series of lessons, or throughout a unit • Identify how goals fit within a mathematics learning progression and connect to the major standards for the course

Science Content-Specific Examples

Essential Practice Examples	Leap Module Examples
This practice aligns with the Next Generation Science Standards (NGSS) performance expectations and the three dimensions upon which the expectations are built.	LEAP modules unpack the complexity of the NGSS by focusing on their specific dimensions (i.e., Science and Engineering Practices, Crosscutting Concepts, and Disciplinary Core Ideas) and elements, such as engineering and the nature of science.
For example, science content: • Features Science & Engineering Practices: behaviors scientists and engineers engage in as they work (e.g., formulating a question, building a model) • Features Crosscutting Concepts: concepts that apply to all domains of science (e.g., cause and effect, energy and matter) • Focuses on and promotes a depth of understanding of content in these Disciplinary Core Ideas: ▪ Physical Sciences: Matter, Forces, Energy, Waves ▪ Life Sciences: Structures & Processes, Ecosystems, Heredity, Biological Evolution ▪ Earth & Space Sciences: Earth's Place in the Universe, Earth's Systems, Earth & Human Activity ▪ Engineering, Technology & Applications of Science: Engineering Design, Links Among Engineering, Technology, Science & Society	LEAP modules feature the following core instructional practices: • Lead instruction that intentionally addresses disciplinary core ideas, science and engineering practices, and crosscutting concepts • Support students in analyzing major global challenges using engineering design tools (i.e., criteria and constraints) • Use history of science case studies to develop deeper understanding of the nature of science

ESSENTIAL PRACTICE 3 — LEAD A WELL-PLANNED, PURPOSEFUL LEARNING EXPERIENCE

	3.A Skillful Design	3.B Skillful Facilitation
LEVEL 4	The learning experience is well-planned such that all tasks and activities are connected to one another and effectively promote student understanding. **The learning experience is designed to maximize time for students to grapple with content.**	The learning experience is **clear*** and **all** students are able to access the content.
	For example, the teacher: • Makes instructional moves that promote student-centered learning such as opportunities for inquiry or seminar discussion • Prioritizes student talk and work time • Structures the learning experience to be efficient and minimizes non-instructional time *See also examples from Level 3*	For example, the learning experience is clear because the teacher: • Explains content accurately and coherently • Uses Tier 2 and 3 academic vocabulary precisely and with intentionality • Guides students toward identification of key points • Uses available technology effectively to support content delivery and student practice • Connects the intended learning to prior and/or background knowledge For example, the learning experience is accessible for all students because the teacher: • Differentiates instructional delivery and/or materials according to student needs (e.g., uses strategies such as flexible grouping, leveled texts, leveled questions) • Presents content in multiple ways (e.g., explanations, visual representations, concrete examples)
LEVEL 3	The learning experience is **well-planned** such that all tasks and activities are **connected** to one another and **effectively** promote student understanding.	The learning experience is **clear*** and **almost all** students are able to access the content.
	For example, the learning experience: • Includes tasks and activities that are connected and build upon one another • Includes tasks and activities that move students toward grade-level expectations • Features adapted curricular materials, as appropriate	For example, the learning experience is clear because the teacher: • Explains content accurately and coherently • Uses Tier 2 and 3 academic vocabulary precisely and with intentionality • Guides students toward identification of key points • Uses available technology effectively to support content delivery and student practice • Connects the intended learning to prior and/or background knowledge For example, the learning experience is accessible for almost all students because the teacher: • Differentiates instructional delivery and/or materials according to student needs (e.g., uses strategies such as flexible grouping, leveled texts, leveled questions) • Presents content in multiple ways (e.g., explanations, visual representations, concrete examples)
LEVEL 2	The learning experience is **not sufficiently organized** OR includes tasks or activities that are **not entirely effective** at promoting student understanding.	The learning experience is **not sufficiently clear*** for students.
	For example, the learning experience: • Includes some tasks and activities that are disconnected or do not build upon one another • Includes tasks and activities that do not move students toward grade-level expectations • Includes tasks and activities too long or too short in duration	For example, the learning experience is not sufficiently clear because the teacher: • Provides explanations that are not entirely effective in building student understanding of content • Gives definitions that are not completely clear or precise or sometimes does not use appropriate Tier 2 and 3 vocabulary • Inconsistently guides students toward identification of key points/main ideas • Uses technology that does not fully support content delivery and student practice
LEVEL 1	The expectation of Level 2 practice is not met.	The expectation of Level 2 practice is not met.
	For example, the learning experience: • Is not organized • Does not reflect strategic planning	For example, the learning experience: • Is mostly not coherent or not clear • Promotes students' acquisition of inaccurate content or results in significant student misunderstanding • Is inaccessible for most students

**In certain instructional situations such as an inquiry lesson, a teacher might intentionally offer a task or question that is unclear for students. In such circumstances, evaluators should assess clarity by considering whether this approach promotes greater student understanding of the content.*

ESSENTIAL PRACTICE 3 — LEAD A WELL-PLANNED, PURPOSEFUL LEARNING EXPERIENCE

English Language Arts Content-Specific Examples

Essential Practice Examples	Leap Module Examples
This practice aligns with Instructional Practice Guide (IPG) Core Action 2: Employ questions and tasks, both oral and written, that are text-specific.	In addition to the planning and application time provided in every module, some LEAP modules focus on research-based practices for structuring instruction or developing specific strategies for making content clear and accessible to all students.
For example, the learning experience includes tasks and activities that: • Attend to a text's word choice, syntax, structure, concepts, ideas, and/or details • Feature a variety of reading opportunities (whole group, small group, paired, or independent) • Focus on developing and strengthening writing through planning, drafting, revising, editing, rewriting, or trying a new approach • Reflect the teacher's use of data to form fluid guided reading groups, as appropriate	K–5 LEAP modules feature the following core instructional practices: • Plan explicit and interactive phonics lessons that require encoding and decoding of newly-acquired phonics skills (K–2) • Plan targeted opportunities for students to apply grade-level word analysis skills while encoding and decoding words (3–5) • Design rigorous and differentiated independent learning activities that reflect varied proficiency levels • Leverage the read aloud as an opportunity to study models of Common Core State Standards-aligned genres to investigate author's craft
For example, grade 1–2 learning experiences include tasks and activities that: • Provide opportunities for students to recognize and read age-appropriate vocabulary, including regularly and irregularly spelled words • Feature collaborative conversations about grade-appropriate topics and texts • Require students to identify the meaning of words and phrases in text	Grade 6–12 LEAP modules feature the following core instructional practices: • Plan high-quality questions that are both divergent and high-level in order to facilitate deep discussion of text(s) • Plan for and provide high-quality instruction of tier two academic vocabulary and provide multiple opportunities for student to engage with vocabulary over time, both explicitly and implicitly • Use intended student learning outcomes identified in the curriculum and lesson-planning protocol to develop aligned assessments and daily instructional plans
For example, grade 3–12 learning experiences include tasks and activities that: • Embed implicit and explicit Tier 2 and Tier 3 vocabulary instruction • Feature text-based discussion opportunities where students can build upon each other's ideas and express their own ideas clearly and persuasively • Require students to use evidence from text to support their interpretations by referring back to the words, phrases, and sentences of the text • Embed reading interventions, as necessary	

Social Studies Content-Specific Examples

Essential Practice Examples	Leap Module Examples
This practice aligns with the C3 Framework, especially Dimension 1: Developing Questions and Planning Inquiries.	In addition to the planning and application time provided in every module, some LEAP modules focus on specific research-based practices for planning social studies learning experiences.
For example, the learning experience includes tasks and activities that: • Enable students to develop compelling and supporting questions • Require students to use evidence from sources to support their interpretations • Focus on developing and strengthening writing through planning, drafting, revising, editing, rewriting, or trying a new approach • Activate students' prior knowledge and establish relevant connections between students' lives and the content • Create and nurture collaborative civic spaces for students to engage in dialogue (e.g., Paideia seminars) • Foster students taking informed action in classrooms, schools, and the community • Require students to use evidence from text to support their interpretations by referring back to the words, phrases, and sentences of sources	LEAP modules feature the following core instructional practices: • Plan C3-aligned units that include lessons using the 5E instructional model • Ensure C3-aligned learning experiences are consistent with the 5E instructional model • Ensure units of instruction include opening lessons that effectively frame the coming inquiry arc

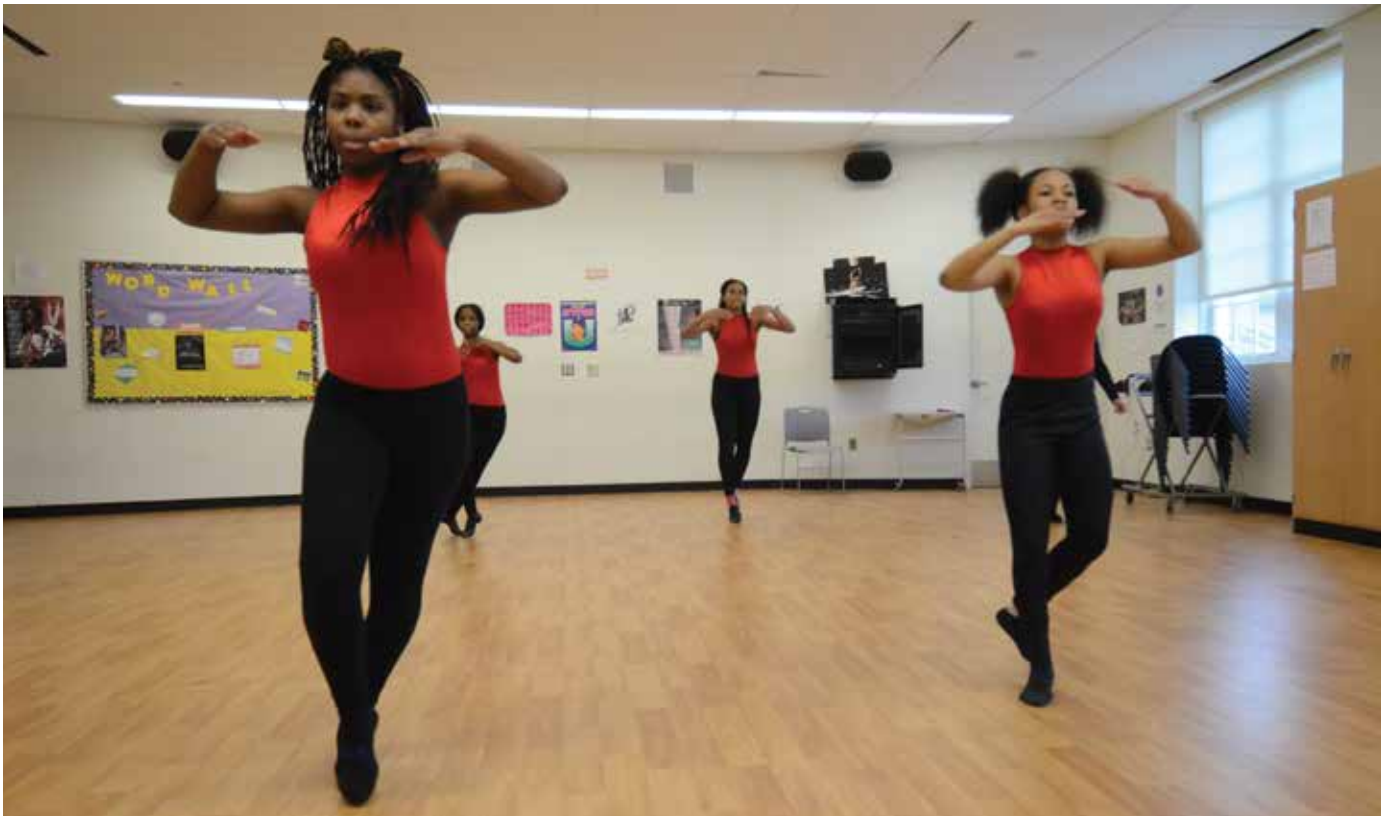
ESSENTIAL PRACTICE 3 LEAD A WELL-PLANNED, PURPOSEFUL LEARNING EXPERIENCE

Mathematics Content-Specific Examples

Essential Practice Examples	Leap Module Examples
This practice aligns with Instructional Practice Guide (IPG) Core Action 2: Employ instructional practices that allow all students to learn the content of the lesson.	LEAP modules incorporate NCTM's Eight Effective Teaching Practices in order to support teachers in designing and implementing learning experiences that enable all students to grapple with and master complex mathematical skills and concepts.
For example, the learning experience: • Includes explanations, representations, and/or examples to make the content of the lesson explicit • Includes opportunities for students to share, discuss, and justify their mathematical reasoning through discourse • Supports and promotes variation in solution methods to strengthen students' understanding of the content and mathematical structures	K–8 LEAP modules feature the following core instructional practices: • Ensure progress toward mathematical goals by making explicit connections to student approaches and reasoning • Use the mathematical goals to guide lesson planning and reflection and make in-the-moment decisions during instruction • Ask intentional questions that make the mathematics more visible and accessible for student examination and discussion
For example, grade 1–5 learning experiences include tasks and activities that: • Develop students' number sense and fluency with basic operations • Build foundational algebraic thinking skills • Develop students' conceptual understanding of foundational mathematics concepts • Orient students to understanding and manipulating data • Have students apply understanding of geometric properties • Familiarize students with the structural elements of equations	Grade 9–12 LEAP modules feature the following core instructional practices: • Use the mathematics goals to guide lesson planning and reflection and to make in-the-moment decisions during instruction • Introduce forms of representation that can be useful to students in demonstrating their understanding • Ask intentional questions that make the mathematics more visible and accessible for student examination and discussion
For example, grade 6–12 learning experiences include tasks and activities that: • Have students apply previous understandings of basic operations to increasingly complex mathematical scenarios • Require solving real-world problems using, or by developing, expressions, equations, or functions • Generate sophisticated inferences about and from data • Feature the integration of algebraic and geometric concepts • Have students manipulate both irrational and rational numbers • Leverage mathematical reasoning to build statistical models and evaluate probability	

Science Content-Specific Examples

Essential Practice Examples	Leap Module Examples
This practice aligns with the Implications of the Vision of the Framework and the Guide to Implementing the Next Generation Science Standards (NGSS).	In addition to the planning and application time provided in every seminar, some LEAP modules focus on specific research-based practices for structuring science learning or develop specific strategies for making science content clear and accessible to all students.
For example, the learning experience includes tasks and activities that: • Enable students to make sense of scientific phenomena or to design solutions to problems using specific elements of the three dimensions of the NGSS (Science & Engineering Practices, Crosscutting Concepts, and Disciplinary Core Ideas) • Are structured around students conducting investigations, solving problems, and engaging in discussions with teacher guidance • Feature students discussing open-ended questions that focus on evidence and claims • Support students in constructing and using scientific models to describe, explain, predict, or control natural phenomena • Encourage students to create journals, reports, posters, or presentations that explain conclusions • Have students read high-quality texts from multiple sources (science-related magazines, journal articles, and web-based resources)	LEAP modules feature the following core instructional practices: • Sequence instruction centered on course-specific anchoring phenomena • Plan NGSS-aligned lessons using the 5E learning cycle and instructional model • Use decision guides to support students in making strategic use of digital media in presentations
For example, the teacher: • Supports students in accessing facts and terminology, as needed, while they develop explanations and design solutions supported by evidence-based arguments and reasoning • Encourages the connection of discrete concepts to unifying organizational structures • Provides accessibility supports so that all students can engage in sophisticated science and engineering practices	



ESSENTIAL PRACTICE 4 MAXIMIZE STUDENT OWNERSHIP OF LEARNING

	4.A Cognitive Work	4.B Higher-Level Understanding
LEVEL 4	Students spend the **majority** of the learning experience engaged in meaningful cognitive work, including explaining their thinking with appropriate evidence, applying their understanding of content to complex tasks, or both.	**All or almost all** students demonstrate movement toward higher-level understanding as a result of their participation in the learning experience.
	For example, the students: • Do the majority of the thinking and speaking about content • Use most of their time to productively grapple with content • Are responsible for most of the cognitive work *See also examples from Level 3*	For example, all or almost all students: • Respond to higher-level questions and solve complex problems • Respond to lower-level questions to develop higher-level comprehension • Use rubrics and/or exemplars to accurately evaluate their own and others' work • Produce work indicative of significant progress toward ambitious learning goals
LEVEL 3	Students spend a **significant** portion of the learning experience engaged in **meaningful cognitive work,** including explaining their thinking with appropriate evidence, applying their understanding of content to complex tasks, or both.	**Most** students demonstrate movement toward higher-level understanding as a result of their participation in the learning experience.
	For example, the learning experience: • Features opportunities for students to do cognitive work such as complex problem solving, group work, independent work, think time, and/or sharing of ideas that is aligned to the rigor of the intended learning	For example, most students: • Respond to higher-level questions and solve complex problems • Respond to lower-level questions to develop higher-level comprehension • Use rubrics and/or exemplars to accurately evaluate their own and others' work • Produce work indicative of significant progress toward ambitious learning goals
LEVEL 2	Students spend a **significant portion** of the learning experience engaged in work that is **not entirely meaningful** because either there is more teacher-directed instruction than appropriate or student work consists of rote tasks misaligned to the rigor of the intended learning.	**Some** students demonstrate movement toward higher-level understanding as a result of their participation in the learning experience.
	For example, the learning experience: • Includes too few opportunities for students to productively grapple with content • Includes too few opportunities for students to justify their responses • Does not require students to think deeply about the content	For example, some students: • Respond to higher-level questions and solve complex problems • Respond to lower-level questions to develop higher-level comprehension • Use rubrics and/or exemplars to accurately evaluate their own and others' work • Produce work indicative of significant progress toward ambitious learning goals
LEVEL 1	The expectation of Level 2 practice is not met.	The expectation of Level 2 practice is not met.
	For example, the learning experience: • Is predominantly teacher-directed/lecture • Does not include opportunities for students to explain their thinking with appropriate evidence or apply their understanding of content to complex tasks	For example, few or no students: • Demonstrate progress toward higher-level understanding

ESSENTIAL PRACTICE 4 MAXIMIZE STUDENT OWNERSHIP OF LEARNING

English Language Arts Content-Specific Examples

Essential Practice Examples	This practice aligns with Instructional Practice Guide (IPG) Core Action 3: Provide all students with opportunities to engage in the work of the lesson.	Leap Module Examples	LEAP modules support teachers in engaging their students in a rigorous and student-centered balanced literacy approach.
For example, students: • Demonstrate independence (e.g., comprehend and evaluate complex texts without scaffolding; construct effective arguments, and build on the ideas of others) • Build strong content knowledge (e.g., read purposefully to gain both general knowledge and discipline-specific expertise) • Respond to the varying demands of audience, task, purpose, and discipline (e.g., consider how connotations of words affect meaning; provide differentiated evidence aligned to the discipline) • Comprehend as well as critique (e.g., question an author's or speaker's assumptions and premises) • Value evidence (e.g., cite specific and relevant evidence when offering an oral or written interpretation of a text) • Use technology and digital media strategically and capably (e.g., understand the strengths and limitations of technical tools and select those best suited to learning goals) • Come to understand other perspectives and cultures (e.g., actively seek to understand ideas as presented and evaluate other points of view critically and constructively)		K–5 LEAP modules feature the following core instructional practices: • Read text sets deeply to uncover areas of complexity worthy of instruction • Use targeted prompts to coach students as they engage in reading and writing • Provide opportunities for students to integrate content into authentic student writing • Plan opportunities to leverage student work as an instructional tool supporting evidence-based writing	
For example, grade 1–2 students: • Ask and answer questions about key details in a text • Identify the main topic and key details in a grade-appropriate text • Participate in shared reading or writing projects		Grade 6–12 LEAP modules feature the following core instructional practices: • Ask text-dependent questions that prompt students to analyze the development of theme over the course of a text • Use exemplary student work to support students in developing claims and counterclaims • Use exemplary student work to support students in writing a narrative that engages the reader, establishes context and point of view, introduces a narrator and/or characters, and organizes a logical sequence of events • Support students' analysis and evaluation of a speaker's point of view, reasoning, and use of evidence	
For example, grade 3–12 students: • Provide text-based evidence when supporting oral or written responses • Conduct research to build and present knowledge • Use Tier 2 and Tier 3 vocabulary, language conventions, decoding skills and comprehension strategies to read, write, and speak about text • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience			

Social Studies Content-Specific Examples

Essential Practice Examples	This practice aligns with the C3 Framework, especially Dimension 3: Evaluating Sources and Using Evidence and Dimension 4: Communicating Conclusions and Taking Informed Action.	Leap Module Examples	LEAP modules support teachers in engaging their students in inquiry-centered learning experiences that promote student ownership of learning.
For example, students: • Construct compelling and supporting questions to guide their inquiry • Gather credible, relevant information from a wide variety of sources to build knowledge in an inquiry • Evaluate the credibility of sources by considering their origin, authority, structure, context, and corroborative value • Analyze evidence that supports a claim and determine the strengths and limitations of claims and counterclaims • Construct and present arguments and explanations in a variety of ways (e.g., essays, debates, speeches, paideia seminars, reports, digital platforms) • Critique the credibility of arguments and the structure of explanations • Analyze how specific civic problems can manifest on the local, regional, and global level • Assess their individual and collective capacities to take action and address problems on the local, regional, and global level		LEAP modules feature the following core instructional practices: • Provide students with opportunities to employ evidence from sources and artifacts to explain concepts to themselves and their peers • Prompt students to explain evidence gathered from historical sources which they have sourced, contextualized and corroborated with other sources • Prepare students to present information, findings, and arguments in a clear, organized, and coherent manner	

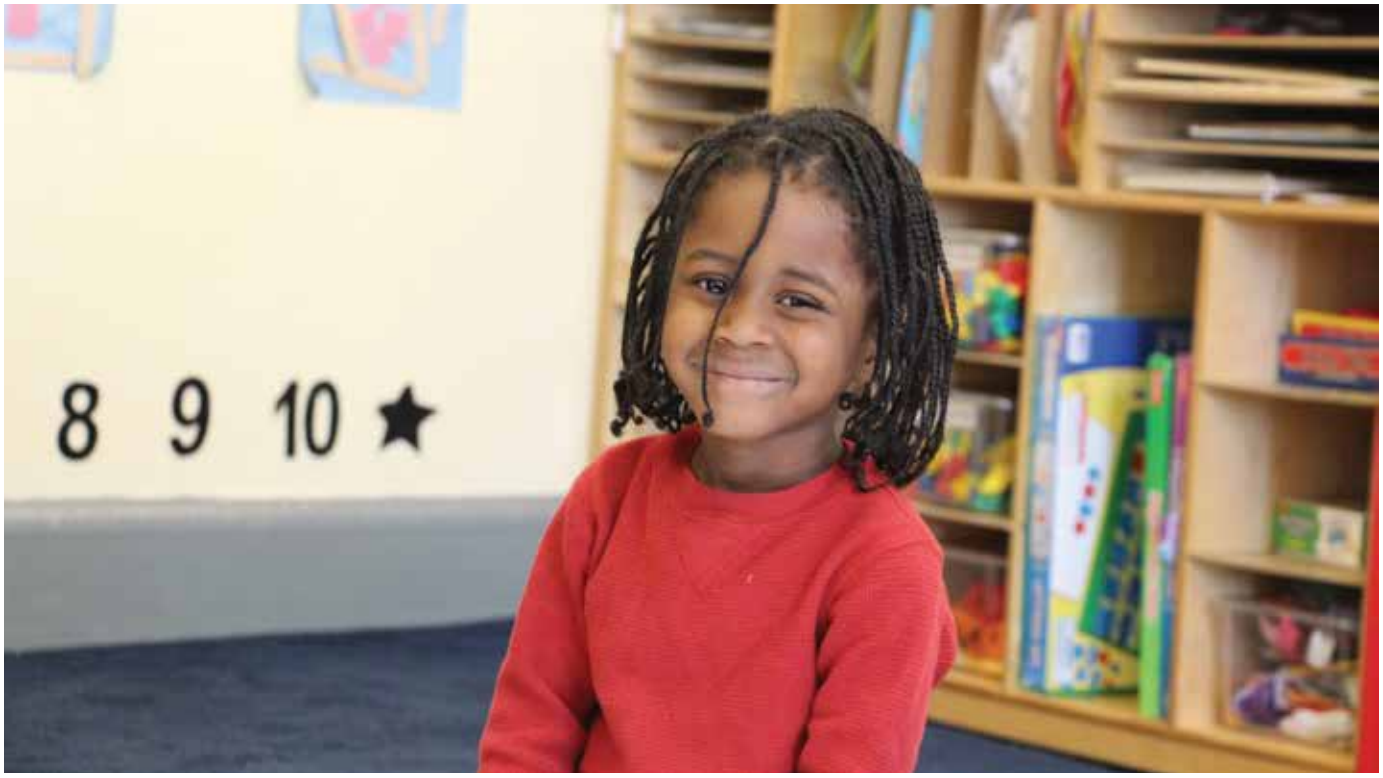
ESSENTIAL PRACTICE 4 MAXIMIZE STUDENT OWNERSHIP OF LEARNING

Mathematics Content-Specific Examples

Essential Practice Examples	Leap Module Examples
This practice aligns with the Standards for Mathematical Practice and Instructional Practice Guide (IPG) 3: Provide all students with opportunities to exhibit mathematical practices while engaging with the content of the lesson.	LEAP modules support teachers in planning and implementing instruction that engages students in meaningful cognitive work and that moves them toward higher-level understanding of complex mathematical concepts.
For example, students: • Make sense of problems and persevere in solving them (e.g., analyze givens, constraints, relationships, and goals and change course if necessary in order to solve complex problems) • Reason abstractly and quantitatively (e.g., both decontextualize problems by representing them symbolically and contextualize problems by attending to the meaning of symbols) • Construct viable mathematical arguments (e.g., make logical conjectures, justify conclusions, and respond to the arguments of others) • Model with mathematics (e.g., apply mathematics to solve real-world problems) • Use appropriate tools strategically (e.g., use technological tools to explore and deepen understanding of concepts) • Attend to precision (e.g., provide carefully formulated explanations, examine claims, and make explicit use of definitions) • Look for and make sense of mathematical structure (e.g., discern patterns) • Look for and express regularity in repeated reasoning (e.g., notice if calculations are repeated and look both for general methods and for problem-solving efficiencies)	K–8 LEAP modules feature the following core instructional practices: • Support students in exploring tasks without taking over student thinking • Allocate substantial instructional time for students to use, discuss, and make connections among representations • Engage students in purposeful sharing of mathematical ideas, reasoning, and approaches in written responses Grade 9–12 LEAP modules feature the following core instructional practices: • Pose tasks on a regular basis that require a high level of cognitive demand • Support students in exploring tasks without taking over student thinking • Encourage the use of different representations, including words, diagrams/graphs, algebraic representations, and tables, that support students in explaining their thinking and reasoning as well as making connections among representations

Science Content-Specific Examples

Essential Practice Examples	Leap Module Examples
This practice aligns with the Next Generation Science Standards (NGSS) Science and Engineering Practices.	LEAP modules support teachers in engaging their students in the Science and Engineering Practices as a primary mode of instruction.
For example, students: • Ask questions and define problems (e.g., ask questions that arise from careful observation of phenomena, models, or unexpected results to clarify and/or see additional information) • Develop and use models (e.g., use and/or develop a model to predict and/or describe phenomena) • Plan and carry out investigations (e.g., identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and what data is needed to support a claim) • Analyze and interpret data (e.g., construct, analyze, and/or interpret graphical displays of data and/or large data sets to identify linear and non-linear relationships) • Use mathematics and computational thinking (e.g., use mathematical representation to describe and/or support scientific conclusions and design solutions) • Construct explanations (for science) and design solutions (for engineering) (e.g., optimizing performance of a design by prioritizing criteria, making tradeoffs, testing, revising, and re-testing) • Engage in argument from evidence (e.g., compare and critique two arguments on the same topic and analyze whether they emphasize similar or different evidence and/or interpretation of facts) • Obtain, evaluate, and communicate information (e.g., evaluate data, hypotheses, and/or conclusions in scientific and technical texts in light of competing information or accounts)	LEAP modules feature the following core instructional practices: • Structure investigative tasks with appropriate levels of independence (i.e., level of inquiry), support, and challenge • Use curricular and scientific texts to support students in gathering and evaluating evidence to craft precise claims • Challenge students to develop and use scientific models to explain natural and designed systems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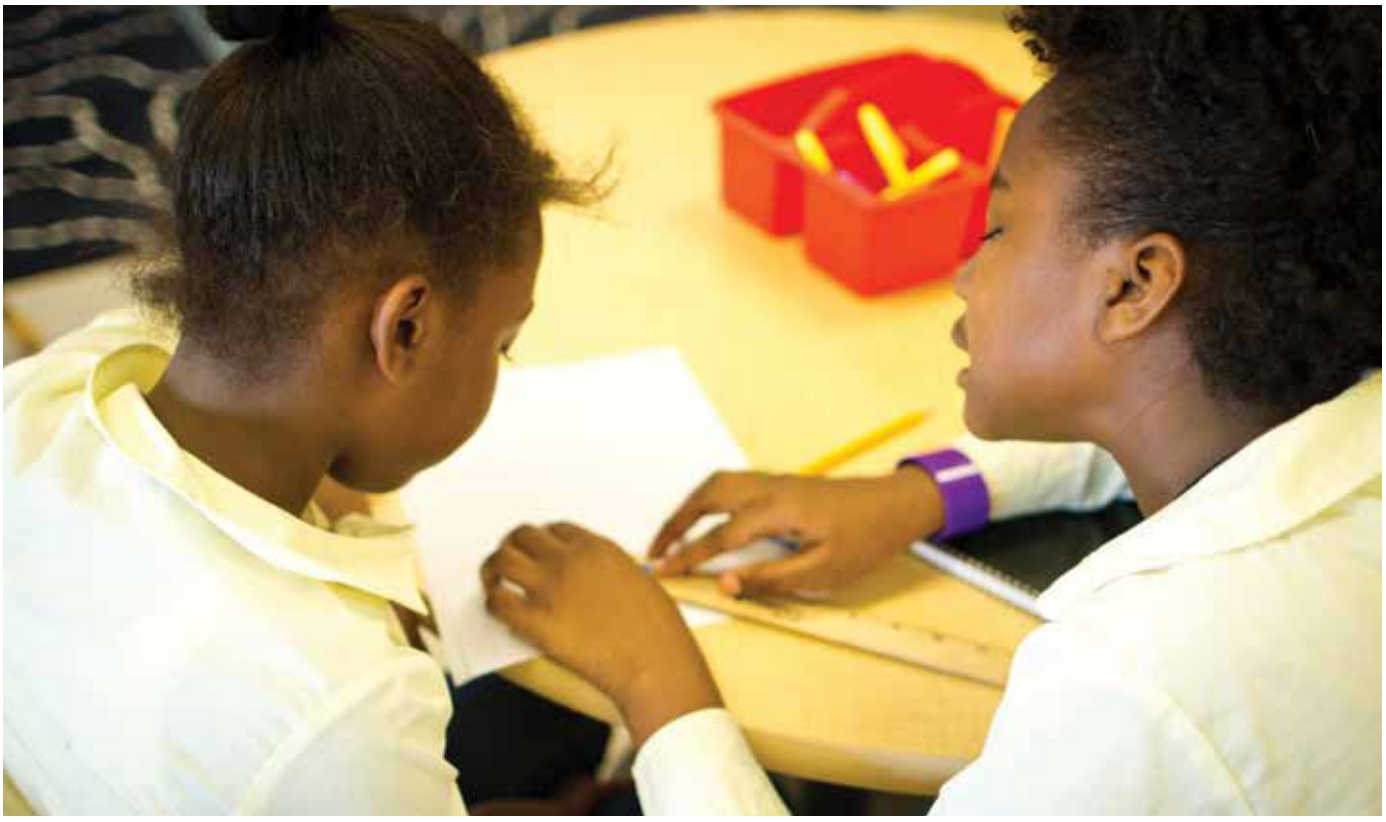

ESSENTIAL PRACTICE 5 RESPOND TO EVIDENCE OF STUDENT LEARNING

	5.A Evidence of Learning	5.B Supports and Extensions
LEVEL 4	The teacher consistently gathers evidence about the depth of understanding for a range of students in order to gauge their learning progress. **Students understand how what they are learning and doing fits into a larger learning progression and/or unit of study.**	The teacher consistently **tailors** effective supports and extensions to **individual student responses.***
	For example, the students: • Are aware of the learning goals and/or essential questions of the unit and can explain them in their own words • Can explain how the content and/or skill they are working on will set them up for success • Reflect on their learning progress *See also examples from Level 3*	For example, the teacher: • Actively listens in order to modify or individualize instruction in real time based on student responses • Accurately summarizes students' thinking without paraphrasing partially incorrect responses as correct • Follows students' thought processes to uncover and respond to mis/understanding(s) • Guides students in analysis of their own work and/or the work of their peers • Uses students' own words and ideas when providing supports and extensions *See also examples from Level 3*
LEVEL 3	The teacher **consistently** gathers evidence about the depth of understanding for a range of students in order to gauge their learning progress.	The teacher **consistently** responds to evidence of student understanding by providing effective supports, extensions, or both.*
	For example, the teacher: • Collects evidence frequently enough that sufficient information is available to inform instructional decision making, but not so often that learning progress is impeded • Checks with all or a representative sample of students (e.g., volunteers and non-volunteers, students with varying levels of proficiency, whole class) • Monitors student progress toward the objective during individual or group work by asking questions, listening, using technology, and observing student work products (e.g., student writing, white boards)	For example, the teacher: • Provides appropriate scaffolds (e.g., assists students in identifying errors, deconstructs concepts into smaller components, offers cues to redirect student thinking) or re-teaches as necessary without reducing the overall rigor of the content • Provides opportunities for students to extend their understanding by providing additional supporting evidence for a claim or through application to additional contexts
LEVEL 2	The teacher **inconsistently** gathers evidence about the depth of understanding for a range of students in order to gauge their learning progress.	The teacher **inconsistently** responds to evidence of student understanding by providing effective supports, extensions, or both.*
	For example, the teacher: • Generally collects evidence, but does not have sufficient information to inform instructional decision making • Uses strategies that gather evidence of student understanding, but these strategies are sometimes not effective or necessary • Checks with samples of students, but the samples are not representative (e.g., predominately volunteers or the same students) • Monitors some student progress toward the objective during individual or group work, but misses key evidence	For example, the teacher: • Provides some effective supports or extensions, but others are not useful • Provides some scaffolds that unnecessarily reduce the rigor of the content • Misses key opportunities to support and/or extend learning • Provides supports and/or extensions to a subset of students, but not to all those who would benefit
LEVEL 1	The expectation of Level 2 practice is not met.	The expectation of Level 2 practice is not met.
	For example, the teacher: • Rarely or never checks for student understanding • Inappropriately calls only on the same subset of students	For example, the teacher: • Rarely or never provides supports or extensions

**In certain instructional situations such as an inquiry lesson, a teacher might not offer an immediate intervention as students grapple with content. In such circumstances, evaluators should assess degree of support by considering whether this approach promotes greater understanding of the content.*

ESSENTIAL PRACTICE 5 RESPOND TO EVIDENCE OF STUDENT LEARNING

English Language Arts Content-Specific Examples

Leap Module Examples

LEAP modules address multiple ways teachers can monitor and assess a student's literacy proficiency.

K–5 LEAP modules feature the following core instructional practices:

- Collect and use data from students' word analysis strengths and areas of growth to drive instruction (3–5)
- Collect and analyze data using running records to plan responsive small group instruction
- Conference with students to provide ongoing and targeted feedback so students can improve their writing

Grade 6–12 LEAP modules feature the following core instructional practices:

- Establish structures to provide effective feedback to students as they develop and strengthen writing (as needed) by revising, editing, rewriting, or trying a new approach
- Establish systems and structures of monitoring collaborative conversations and for sharing explicit feedback with students to strengthen their point of view, reasoning, use evidence, and/or rhetoric
- Provide a variety of scaffolds to support students' use of academic language and textual evidence during collaborative conversations

Mathematics Content-Specific Examples

Leap Module Examples

LEAP modules address multiple ways teachers can monitor and assess a student's proficiency with mathematics standards and practices.

K–8 LEAP modules feature the following core instructional practices:

- Elicit and gather evidence of student understanding at strategic points during the lesson
- Make in-the-moment decisions on how to respond to students with questions and prompts that probe, scaffold, and extend learning
- Design ways to elicit and assess students' abilities to use representations to meaningfully solve problems
- Anticipate what students might struggle with during a lesson and be prepared to support them productively through the struggle

Grade 9–12 LEAP modules feature the following core instructional practices:

- Regularly monitor student progress toward the learning goal and provide scaffolds and extensions when appropriate
- Elicit and gather evidence of student understanding during strategic points in the instruction
- Ask students to explain and justify their solutions — placing value on the explanation and reasoning and the solution
- Design ways to elicit and assess students' abilities to use representations to meaningfully solve problems

Social Studies Content-Specific Examples

Leap Module Examples

LEAP modules address multiple ways teachers can monitor and assess student understanding of social studies concepts and skills.

LEAP modules feature the following core instructional practice:

- Evaluate student progress toward mastery of DCPS social studies curriculum power standards

Science Content-Specific Examples

Leap Module Examples

LEAP modules address multiple ways teachers can monitor and assess student understanding of scientific concepts and skills.

LEAP modules feature the following core instructional practices:

- Measure student progress toward mastery of NGSS
- Incorporate student evaluation of their learning in the formative and summative assessment processes

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