

Foundations & Frameworks
Graduate Credit Unit Evaluation

	Exemplary “worthy of imitation” (100%)	Proficient “an advanced degree of competence” (90%)	Meets Objective “sufficient” (80%)	Not Yet (65%)
Experience Strand	All Proficient descriptors, plus... <ul style="list-style-type: none"> cell activities can be conducted seamlessly within the strand 	All Meets Objective descriptors, plus... <ul style="list-style-type: none"> provides opportunity for students to engage in fully processing an experience that can serve as a reference point throughout the unit 	Strand includes: <ul style="list-style-type: none"> an appropriate experience an activity or series of questions that guide students in connecting the experience to the pattern statement the pattern statement with elaborative discussion associating the experience, or reference point, to the pattern statement an opportunity for students to generate examples of experiences that can be associated with the pattern statement 	Anything less than Meets Objective descriptors

	Exemplary “worthy of imitation” (100%)	Proficient “an advanced degree of competence” (90%)	Meets Objective “sufficient” (80%)	Not Yet (65%)
Comprehension Strand: ex cell			Features all of the following: <ul style="list-style-type: none"> • explicit instruction in the thought process and visual tool use related to the skill • explanation of the relationship between the thought process and the visual tool design • modeling of the skill process and visual tool development through the use of an identified read-aloud 	Anything less than Meets Objective descriptors

	Exemplary “worthy of imitation” (100%)	Proficient “an advanced degree of competence” (90%)	Meets Objective “sufficient” (80%)	Not Yet (65%)
Comprehension Strand: co, el, and ap cells	Includes: <ul style="list-style-type: none"> • an opportunity for some form of restatement or reorganization of thought process, skill description, and visual tool development • an opportunity to engage students in associating the skill with the pattern statement and reference point established in the experience strand • student practice of the new skill with instructional feedback from the teacher 			Anything less than Exemplary descriptors

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Application Strand	All Proficient descriptors, plus... <ul style="list-style-type: none"> plans for the elaborative discussion include questions from a variety of thought forms small group plans reveal an emphasis on being teacher-led but student-dominated 	All Meets Objective descriptors, plus... <ul style="list-style-type: none"> small group interactions feature 1) the quick establishment of the text’s main events, 2) the practice of the skill and discussion of insights gained from its application, 3) elaborative discussion of the text, and 4) preparation for the next section of text 	<ul style="list-style-type: none"> reading and SPECS Log assignments engage students in the practice of the skill small group interactions are planned with some emphasis given to the skill being mastered 	Anything less than Meets Objective descriptors
Vocabulary	Vocabulary instruction is intentionally planned in accordance with the principles and guidelines of <i>Foundations & Frameworks</i>			Anything less than Exemplary descriptors
Assessment	All forms of assessment are prepared in accordance with principles and guidelines of <i>Foundations & Frameworks</i>			Anything less than Exemplary descriptors