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| **ALL Teachers, regardless of grade level or subject taught:**   * Partially Proficient Level: The Teacher makes complex reading accessible to students by: making necessary adjustments to content; integrating literacy skills and knowledge into lessons; and demonstrates a deep understanding of literacy content and skills, **and ...** * Proficient Level: The Teacher provides literacy instruction that enhances critical thinking and reasoning, information literacy, collaboration, self-direction, innovation, and focuses lessons on the reading of complex materials, **and...** * Accomplished Level: **Students** communicate orally and in writing at levels that meet or exceed expectations for their age, grade and ability level, **and...** * Exemplary Level: **Students** exceed expectations in critical thinking, problem solving skills, and literacy skills. | Partially Proficient   * The Reading Skills cluster in the LDC Module strongly supports teachers in making complex reading accessible to all students, especially the integration of literacy skills into lessons. * A quality LDC Module that meets the LDC Module Review criteria is strong evidence that a teacher demonstrates a deep understanding of literacy content and skills.   Proficient   * ALL teachers are expected to provide direct literacy instruction while implementing an LDC Module. * All LDC Teaching Tasks are designed to support clearly identified critical thinking and reasoning. * Mini-tasks in the Reading Skills cluster are designed to focus lessons on the reading of complex materials. * Text Selection is critical to making an LDC Module require that students read complex materials.   Accomplished   * The "Meets Expectations" category on the LDC Teaching Task Scoring Rubrics reflect student writing at levels that meet grade level expectations.   Exemplary   * The "Advanced" category on the LDC Teaching Task Scoring Rubrics reflect student writing at levels that exceed grade level expectations. * The writing required by an LDC Teaching Task supports students in advancing their critical thinking and problem solving skills. |
| **SECONDARY TEACHERS responsible for teaching English, language arts and/or reading:**   * Partially Proficient Level: The Teacher integrates literacy skills and knowledge into lessons and assignments across subject areas, including vocabulary, comprehension, fluency, writing, speaking and listening skills; engages students in instruction that is purposeful, explicit, and systematic, **and..** * Proficient Level: The Teacher provides literacy instruction that is needs-based, intensive, and of sufficient duration to accelerate learning, **and...** * Accomplished Level: **Students** apply literacy skills across academic content areas, in everyday life, and to new/unfamiliar material, **and...** * Exemplary Level: **Students** exceed expectations for their age, grade, and ability levels in reading writing, speaking, and listening. | Partially Proficient   * The LDC Module process supports ELA teachers in providing purposeful, explicit, systematic instruction in literacy. * The LDC Mini-Tasks can focus on any or all of the mentioned literacy skills as appropriate to the group of students and the Teaching Task.   Proficient:   * Teachers use the Mini-Tasks Scoring rubrics and the LDC Teaching Task Scoring Rubrics to identify students' instructional needs. * Teachers consciously determine the duration (pacing) of instruction when designing the Mini-Tasks.   Accomplished   * ELA teachers can collaborate with colleagues in other disciplines to support students in applying their literacy skills. * Classroom Assessment Tasks could be designed to determine student's ability to apply literacy skills with new/unfamiliar material in many academic content areas. * Note: The results of these Classroom Assessment Tasks could be a component of "Collective Attribution" for ELA teachers.   Exemplary   * The Advanced category of LDC  Teaching Task Scoring Rubrics can be used to determine if a teacher's students meet these expectations. |
| **ELEMENTARY TACHERS responsible for teaching language arts and/or reading:**   * Partially Proficient Level: The Teacher integrates literacy skills and knowledge into lessons and assignments across subject areas, including phonological awareness, phonics, vocabulary, comprehension, fluency, writing, speaking and listening skills; Engages students in instruction that is purposeful, explicit, and systematic, **and..** * Proficient Level: The Teacher provides literacy instruction that is needs-based, intensive, and of sufficient duration to accelerate learning, **and...** * Accomplished Level: **Students** apply literacy skills (reading, writing, speaking, and listening) across academic content areas, in everyday life, to new/unfamiliar material, and to understand complex materials, **and...** * Exemplary Level: **Students** exceed expectations for their age, grade, and ability levels in reading writing, speaking, and listening. | Partially Proficient   * The Elementary Template Taskssupport teachers into integrating literacy instruction into the study of other subject areas. * The reading and writing skills clusters and the mini-tasks designed to teach these skills can focus on these specific skills as appropriate. * An LDC Module that meets the Module Review criteria is purposeful, explicit, systematic instruction.   Proficient   * Teachers use the Mini-Tasks Scoring rubrics and the LDC Elementary Teaching Task Rubrics to identify students' instructional needs. * Teachers consciously determine the duration (pacing) of instruction when designing the Mini-Tasks.   Accomplished   * Student writing products from an LDC Module as scored by the Elementary Teaching Task Rubrics shows the level at which students understand complex materials * Classroom Assessment Tasks could be designed to determine student's ability to apply literacy skills with new/unfamiliar material in many academic content areas.   Exemplary   * Grade-level expectations are imbedded in the LDC Teaching Task and the Mini-Tasks. * Student work at the Advanced level on the Elementary Teaching Task Rubrics is evidence of exceeding expectations. |