<table>
<thead>
<tr>
<th></th>
<th>Active Participation</th>
<th>Appropriately Challenging</th>
<th>Culturally Relevant</th>
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</thead>
</table>
| **Direct Instruction**    | • Students demonstrate interest or curiosity in the lesson’s topic as a result of their involvement in a logical introduction / anticipatory set (e.g., “hook”).  
• Students demonstrate an understanding of the lesson’s purpose.  
• Students are held accountable to remain involved throughout teacher modeling (e.g., note-taking, checks for understanding). | • The lesson’s purpose and introduction are intellectually stimulating and appropriate for the grade level.  
• Teacher modeling provides a detailed account of the steps required to complete the desired task, paying specific attention to the meta-cognitive processes involved. | • Students relate to the lesson’s introduction as a result of their prior knowledge and skills.  
• The lesson’s purpose and introduction reflect an awareness and sensitivity of the students in the classroom.  
• Teacher modeling appeals to the diverse knowledge and skills of students in the classroom (e.g., providing identifiable examples). |
| **Guided Instruction**    | • Students practice applying knowledge and skills with appropriate teacher guidance.  
• Students demonstrate an understanding of the lesson’s content when prompted by the teacher.  
• Students are held accountable to respond accurately to teacher questions. | • Learning and performance demands are differentiated based upon individual readiness.  
• Teacher questions and prompts require higher-order thinking skills.  
• Students are able to accurately complete assigned tasks with appropriate teacher guidance.  
• The teacher frequently checks for student understanding and adjusts instruction based upon individual readiness. | • Academic content reflects the diverse knowledge and skills of the students in the classroom.  
• Academic tasks are differentiated based upon individual interests and learning styles.  
• Teacher questions and prompts reflect an awareness and sensitivity of the students in the classroom. |
| **Collaborative Learning** | • Students demonstrate positive interdependence while applying knowledge and skills.  
• Students are held accountable for individual and group performance. | • Group tasks and/or responsibilities are differentiated based upon individual readiness.  
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• Students are able to accurately complete assigned tasks interdependently.  
• The teacher frequently checks for student understanding and adjusts instruction based upon individual readiness. | • Group tasks and/or responsibilities reflect the diverse knowledge and skills of the students in the classroom.  
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| **Independent Learning**   | • Students demonstrate proficiency while independently applying knowledge and skills.  
• Students are held accountable to complete assigned tasks without assistance. | • Independent tasks are differentiated based upon individual readiness.  
• Independent tasks require higher-order thinking skills.  
• Students are able to accurately complete independent tasks without assistance. | • Independent tasks are differentiated based upon individual interests and learning styles.  
• Independent tasks reflect an awareness and sensitivity of the students in the classroom.  
• Multiple means of assessment are provided (e.g., preferred method of delivery). |