



### 4 Standard 4: Students Engage in Metacognitive Activity to Increase Understanding of and Responsibility for Their Own Learning | *Indicators*

What Teachers Need to Demonstrate	Mandatory Evidence Sources of Instructional Practice	Optional Evidence Sources of Instructional Practice	Description/Notes
<p><b>Indicator 1</b> Teacher and <b>all</b> students understand what students are learning, why they are learning it, and how they will know if they have learned it</p>	<ul style="list-style-type: none"> <li>• Direct evaluator observation</li> <li>• Student classroom interviews</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson plan</li> <li>• Teacher pre/post conference</li> <li>• Student feedback (e.g., survey, writing)</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluator will observe teacher communication of learning goals, performance criteria, and purpose in the lesson</li> </ul>
<p><b>Indicator 2</b> Teacher structures opportunities for self-monitored learning for <b>all</b> students</p>	<ul style="list-style-type: none"> <li>• Direct evaluator observation</li> <li>• One confirmatory item from optional evidence source</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson plan</li> <li>• Student work</li> <li>• Student classroom interviews</li> <li>• Teacher notes</li> <li>• Teacher pre/post conference</li> <li>• Student feedback (e.g., survey, writing)</li> </ul>	<ul style="list-style-type: none"> <li>• This indicator focuses on students' abilities to be reflective about their own learning and how a teacher structures opportunities for them to do so</li> <li>• Teacher provides instruction to students in self-monitoring strategies</li> <li>• Student artifacts include self-reflection tools provided by the teacher and students' notes</li> <li>• Students need to be clear about learning goals and performance criteria to engage in self-monitoring</li> <li>• Self-monitored student learning is a core 21<sup>st</sup> century skill</li> </ul>
<p><b>Indicator 3</b> Teacher supports <b>all</b> students to take actions based on the students' own self-monitoring processes</p>	<ul style="list-style-type: none"> <li>• Direct evaluator observation</li> <li>• Student classroom interviews</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher notes</li> <li>• Student work</li> <li>• Teacher pre/post conference</li> <li>• Student feedback (e.g., survey, writing)</li> </ul>	<ul style="list-style-type: none"> <li>• This is a core 21<sup>st</sup> century skill</li> <li>• Evaluator might observe the teacher: providing time for student strategy use, talking to students about what/why they're doing the lesson, discussing with students what to do next, sharing strategy with class</li> <li>• Students' actions may include making margin notes, reorganizing information, conducting investigations, creating representations, or seeking assistance</li> <li>• Students revise their learning strategies based on their own evaluation of how their learning is progressing</li> </ul>



# 4 Standard 4: Students Engage in Metacognitive Activity to Increase Understanding of and Responsibility for Their Own Learning | Performance Levels

<b>Indicator 1</b> <i>Teacher and all students understand what students are learning, why they are learning it, and how they will know if they have learned it</i>	<b>Indicator 2</b> <i>Teacher structures opportunities for self-monitored learning for all students</i>	<b>Indicator 3</b> <i>Teacher supports all students to take actions based on the students' own self-monitoring processes</i>
<b>Level 4</b> All students in the class can <b>fully</b> explain: (1) <i>what</i> the intended learning goal of the lesson is, (2) <i>why</i> they are learning it, and (3) <i>what</i> successful performance looks like	<b>Level 4</b> All students <b>actively</b> engage in reflection on their learning status, which is <b>directly</b> related to learning goals and performance criteria, during <b>well-structured</b> opportunities for reflection in the lesson	<b>Level 4</b> All students <b>routinely</b> take actions based on their own assessment of their learning status, with the purpose of advancing their learning either independently or with teacher support
<b>Level 3</b> Most students in the class can <b>generally</b> explain: (1) <i>what</i> the intended learning goal of the lesson is, (2) <i>why</i> they are learning it, and (3) <i>what</i> successful performance looks like  OR Most students in the class can <b>fully</b> explain <b>two</b> of the following: (1) <i>what</i> the intended learning goal of the lesson is, (2) <i>why</i> they are learning it, and (3) <i>what</i> successful performance looks like	<b>Level 3</b> Most students <b>adequately</b> engage in reflection on their learning status, which is <b>generally</b> related to learning goals and performance criteria, during <b>moderately well-structured</b> opportunities for reflection in the lesson	<b>Level 3</b> Most students <b>frequently</b> take actions based <b>largely</b> on their own assessment of their learning status, with the purpose of advancing their learning either independently or with teacher support
<b>Level 2</b> Most students in the class can <b>only vaguely</b> explain <b>one or more</b> of the following: (1) <i>what</i> the intended learning goal of the lesson is, (2) <i>why</i> they are learning it, and (3) <i>what</i> successful performance looks like	<b>Level 2</b> Most students <b>do not</b> engage in <b>adequate</b> reflection on their learning status; this reflection is <b>generally unrelated</b> to learning goals and performance criteria, and there are <b>only limited, and/or poorly structured</b> opportunities for reflection in the lesson	<b>Level 2</b> Most student actions are <b>infrequently</b> based on their own assessment of their learning status <b>and/or</b> students have <b>few</b> self-assessment opportunities on which to base actions
<b>Level 1</b> No, or almost no students can explain: (1) <i>what</i> the intended learning goal of the lesson is, (2) <i>why</i> they are learning it, and (3) <i>what</i> successful performance looks like	<b>Level 1</b> No, or almost no students engage in reflection on their learning status and there are <b>no, or almost no</b> opportunities for reflection in the lesson	<b>Level 1</b> No, or almost no students take actions based on their own assessment of their learning status <b>and/or</b> students have <b>no</b> self assessments on which to base actions