8th Grade - Science

	Performance Expectation	Not Effective	Emerging Effective Minimally Effective	Effective	Highly Effective
3.3	Utilizes positive classroom management strategies, including the resources of time, space, and attention, effectively (3c, 3d).	 Not effective Evidence of ineffective performance may include: Limited classroom management strategies. Negative or ineffective strategies Ineffective use of time, space, and attention Disorganized learning environment Frequent digressions Negative, ineffective, inconsistent use of strategies 	 Implements classroom management strategies. Encourages learners to be engaged with the content. Distributes time, space, and attention to engage learners. 	 and Uses differentiated management strategies focusing on individual learner needs. Gains and maintains student attention through active engagement. Adjusts instructional pacing and transitions to maintain learner engagement and support learning. 	and o Fosters each learner's ability to manage and reflect upon his/her own learning. o Fosters each learner's ability to manage and reflect upon his/her own learning time.
7.6	Uses a variety of questioning strategies to promote engagement and learning (7h).	 Not effective Evidence of ineffective performance may include: Opportunity for few learner responses. Questioning focused on recall. Answers own questions No wait time. One right answer. 	 Asks questions to assess student learning. 	and O Selects questioning strategies aligned with learning goals. Incorporates higher-level thinking questions to promote learner engagement.	and O Adapts levels of questions to engage each learner in appropriately differentiated high-level learning.