## CSCOPE/PDAS Connections

**Students are actively engaged and successful.**

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<th>PDAS Indicators</th>
<th>Proficient Quality Description (PDAS)</th>
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</table>
| I.1. Students are actively engaged in learning. | *instructional strategies aligned with learning objectives  
*instructional strategies reflect unique needs/characteristics of students | The Year at a Glance sequences content and allows teachers to monitor their own pacing by grading period, which then ties to lesson pacing.  
Vertical Alignment Documents assure that standards are aligned between grade levels; instruction based on this alignment is sequenced to account for prior, current, and future learning. | Students  
*are often simply compliant rather than authentically engaged.  
*may be mechanically engaged a lesson with loose conceptual connections.  
*may offer yes/no responses with no supporting evidence.  
*may offer memorized answers or explanations.  
-may let others do the thinking.  
*may explore with no goal in mind.  
*may bring up irrelevant examples & experiences.  
*may occasionally justify responses in their own words.  
Lessons are often skill-driven.  
Connections to unit concepts are only occasionally made.  
Rubrics  
*may be used inconsistently and/or  
*may be used for summative assessment only. |
| II.4. Instructional strategies include motivational techniques to successfully and actively engage students in the learning process. | Students  
*successfully engage in learning objectives at the appropriate level of difficulty  
*are self-directed/intrinsically motivated  
*take risks in responding, extending, questioning, &/or producing products  
*engaged in connecting/applying learning within the discipline  
*are eager and excited about learning | Instructional Focus Documents  
*are built around aligned grade level standards.  
*provide a logical sequence for instruction; IFDs build on each other.  
*include performance indicators that combine grade level verbs, content, processes and products.  
Exemplar Lessons  
*The 5E Instructional model, which is student-driven, allows students to construct knowledge with teacher guidance.  
*A variety of instructional techniques and grouping strategies target student involvement.  
*A variety of technology links (PowerPoints, web resources) for both student and teacher use is included.  
*The variety of rubrics within lessons allows for specific feedback.  
Consistent with the 5E Model  
Students  
*ask thoughtful questions and show interest in the topic.  
*form and test hypotheses.  
*listen critically to others’ explanations.  
*use previous information to draw reasonable conclusions from evidence.  
*answer open-ended questions based on observations, evidence, and previous understandings.  
*ask questions that would encourage future investigations  
*give thoughtful responses which are justified with examples & experiences. | |
| II.6. The teacher varies activities appropriately and maintains appropriate pacing and sequencing of instruction. | *Students complete transactions & administrative tasks quickly. (These tasks consume little or no instructional time.)  
*Student engagement & success indicate sequence & pace are appropriate.  
*Interesting, fun, & relevant activities engage students in learning process  
*Teacher proactively ensures that prior learning for new learning is in place. | *Students complete transactions & administrative tasks quickly. (These tasks consume little or no instructional time.)  
*Student engagement & success indicate sequence & pace are appropriate.  
*Interesting, fun, & relevant activities engage students in learning process  
*Teacher proactively ensures that prior learning for new learning is in place. | |

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## Students are actively engaged and successful. (cont.)

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| II.8. The teacher uses appropriate questioning and inquiry techniques to challenge students. | *Students participate in challenging questioning & inquiry techniques.  
*Instruction is student-centered, inquiry-based learning & focuses on students as thinkers & problem solvers.  
*Teacher uses appropriate strategies for questioning & guiding an inquiry process.  
*Teacher & student questioning/inquiry strategies to promote successful critical thinking, problem solving, connectivity within the discipline, and connectivity with other disciplines. | | |
| II.9. The teacher makes appropriate and effective use of available technology as a part of the instructional process. | *Use of available technology is appropriate & aligned with the instructional goals.  
*Teacher seeks out & secures available & new technology.  
*Students use technology to  
• Exhibit depth & complexity of learning  
• Connect learning to other disciplines, their own world, & the world beyond the classroom & beyond  
• Produce products that represent complex learning | | |
Students are actively engaged and successful. (cont.)

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<td>III.4. Student learning is reinforced.</td>
<td>Teacher appropriately reinforces learning. Reinforcement *results in students understanding why they’re successful &amp; they are able to repeat their effort &amp; success *Intensity &amp; frequency of reinforcement are appropriate to the student performance &amp; needs of the student *is specific to the student &amp; response/performance *results in an increase in frequency, level, &amp;/or quality of student performance</td>
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### Student behaviors indicate complex thinking at a high level.

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<td>I.3. Student behaviors indicate that learning is at a high cognitive level.</td>
<td>Students are <em>successful in learning objectives of appropriate level of difficulty</em> <em>take reasonable risks in responding, extending, questioning &amp;/or producing products at application level or higher</em> <em>engaged in connecting/applying learning within the discipline</em> <em>students focused on challenging learning objectives/engaged in high level learning activities (80-89%)</em></td>
<td><strong>Vertical Alignment Documents</strong> provide specificity to TEKS. Attention to verbs used in the TEKS ensures student learning at a rigorous level at each grade level. <strong>Instructional Focus Document</strong> *Performance Indicators may be differentiated for students. Performance standards and content are held constant. *Teacher and students consistently refer to IFD concepts/key understandings/guiding questions. *Teacher uses student response to guiding questions to formatively assess next steps for instruction. <strong>Exemplar Lessons. Behaviors consistent with the 5E Instructional Model.</strong> *Purposeful teacher guidance of student activity. *5E Instructional model is research based. *Lessons include a variety of grouping strategies which are positively correlated with increased student achievement. *Communicate high expectations by identifying guiding questions that require complex thinking. Guiding questions can be used to assess student comprehension of unit concepts. Students *apply new labels &amp; definition, explanations, &amp; skills in new but similar situations. *answer open-ended questions by using observations, evidence, &amp; previously accepted explanations. *may bring up irrelevant support. *may use only the labels the teacher has provided. *ask few related questions that would encourage future investigations, or ask unrelated questions that don’t tie in to the concepts/key understandings of the unit of study.</td>
<td>Teacher does most of the work. Students *only sometimes apply new labels &amp; definition, explanations, &amp; skills in new but similar situations. *answer open-ended questions but infrequently use observations, evidence, &amp; previously accepted explanations. *may bring up irrelevant support. *may use only the labels the teacher has provided. *ask few related questions that would encourage future investigations, or ask unrelated questions that don’t tie in to the concepts/key understandings of the unit of study.</td>
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| II.3. Instructional strategies promote critical thinking and problem solving. | *Students are successful in critical thinking and problem solving (application or higher)* | Teacher does most of the work. Students *only sometimes apply new labels & definition, explanations, & skills in new but similar situations. *answer open-ended questions but infrequently use observations, evidence, & previously accepted explanations. *may bring up irrelevant support. *may use only the labels the teacher has provided. *ask few related questions that would encourage future investigations, or ask unrelated questions that don’t tie in to the concepts/key understandings of the unit of study. | |

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### CSCOPE/PDAS Connections

Learning objectives address basic knowledge and skills as well as themes central to the discipline.

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<td>II.1. basic knowledge/skills and central themes/concepts of the discipline Learning objective <em>Communicated or implied</em> *addresses new skill or knowledge *connects to a central theme/concept of the discipline *addresses TEKS</td>
<td>Students are *successful in learning that is constructed around discipline’s central themes/concepts (rather than miscellaneous, unconnected sets of knowledge &amp;/or skills) *aware of specific, new learning objects (skill &amp;/or concept)</td>
<td>Year at a Glance is a pacing structure for content objectives. Though not noted on the IFD, process TEKS are threaded throughout the year.</td>
<td>Students *only sometimes apply new labels &amp; definition, explanations, &amp; skills in new but similar situations. *answer open-ended questions but infrequently use observations, evidence, &amp; previously accepted explanations. *may bring up irrelevant support. *may use only the labels the teacher has provided. *ask few related questions that would encourage future investigations, or asks unrelated questions that don’t tie into the concepts/key understandings of the unit of study.</td>
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<td>Learning *is aligned with TEKS *objectives appropriate to unique needs/characteristics of students *collaboratively planned Objectives and goals include and delivered to insure connection between/among disciplines *find their own strategies for constructing learning &amp; for connecting/applying learning to other disciplines, their own lives, and/or issues in the world beyond the classroom *Strategies are used to communicate the specific new learning objectives (skill &amp;/or concept)</td>
<td>Vertical Alignment Documents provide a visual representation of the progression of the TEKS. (Teachers may use the VADs to plan scaffolded instruction.)</td>
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<td>Instructional Focus Document builds instruction around central discipline concepts. *Teachers and students address/refer to concepts, key understandings &amp; guiding questions. *Guiding questions ensure that students are acquiring unit concept(s) and support critical thinking. Questions may be posted in the classroom. *Possible misconceptions and underdeveloped concepts are described. *Academic vocabulary for teacher and student use is identified in IFDs and Exemplar Lessons.</td>
<td>Consistent with the 5E Model Student *applies new labels &amp; definition, explanations, &amp; skills in new but similar situations. *answers open-ended questions by using observations, evidence, &amp; previously accepted explanations. *asks related questions that would encourage future investigations. *considers multiple answers/solutions.</td>
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Instruction and assessment is learner-centered, taking into account student interests and characteristics.

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<td>I.4. Students are self-directed/self-initiated as appropriate to the lesson objectives.</td>
<td>*Teacher uses motivational strategies to promote self-directed/self-initiated activities.</td>
<td>Year at a Glance helps teacher monitor pacing. Vertical Alignment Documents assure that standards are aligned between grade levels. Instructional Focus Document *IFD ensures instruction is built on previous learning and sets the foundation for future learning. *Performance Indicators ensure that the standards are attained at grade level rigor. *Performance Indicators, if adapted, retain the rigor of the original Performance Indicator as described in the IFD. Exemplar Lessons. Behaviors consistent with the 5E Instructional Model. *Activities allow students to respond at their own level of expertise and interest. *Strategies included in Exemplar Lessons are research-based and positively correlated with higher academic performance when implemented consistently. *Any activities that are modified or supplemented hold to the rigor of Exemplar Lesson activities and IFD. *Strategies included in exemplar lessons are varied and easily address the needs of a variety of student abilities. The student listens critically to the input of others, questions others, tests predictions and hypotheses, applies new labels &amp; definitions, explanations, &amp; skills in new but similar situations, answers open-ended questions by using observations, evidence, &amp; previously accepted explanations, asks related questions that would encourage future investigations. Unit Assessments *measure student attainment of the specified standards at the level of rigor required for success on state assessments. *serve as a common assessment. *help target students who may need accelerated instruction or remediation.</td>
<td>Students &quot;let others do the thinking most of the time. &quot;do not make use of unit concepts/key understandings to guide exploration. &quot;may complete Performance Indicator and/or unit assessment but teacher only occasionally uses data to direct subsequent instruction. Teacher may modify Performance Indicators such that they don’t allow students to demonstrate grade level mastery.</td>
</tr>
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<td>II.2. Instructional content is learner-centered (e.g., relates to the interests and varied characteristics of students).</td>
<td>*Students are engaged and successful.</td>
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## CSCOPE/PDAS Connections

**Students make connections.**

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<td>1.5. Students connecting learning to work and life applications, both within the discipline, and with other disciplines. <em>Students demonstrate a connection of learning to work &amp; life applications.</em> <em>Prior/future learning within discipline.</em> <em>Prior/future learning in other disciplines.</em></td>
<td><em>Depth and complexity of learning are characterized by successful connection of learning to prior/future learning within the discipline &amp; with other disciplines.</em> <em>Student responsibility &amp; investment in learning.</em> <em>take reasonable risks in responding, extending, questioning &amp;/or producing products.</em> <em>Students take reasonable risks as they engage in producing quality products which connect learning with prior/future learning within the discipline &amp; with other disciplines.</em> -engaged in multiple activities to connect learning to work and life applications, both within and with other disciplines.</td>
<td><strong>Year at a Glance</strong> helps teacher monitor pacing. <strong>Vertical Alignment Documents</strong> assure that standards are aligned between grade levels. <strong>Instructional Focus Documents</strong> <em>based on the aligned grade level standards.</em> <em>build on previous instruction.</em></td>
<td>Students <em>only occasionally make connections independently.</em> <em>largely rely on the teacher’s elaboration of concepts.</em> <em>only occasionally relate previous learning to current learning.</em> <em>may draw conclusions based on invalid connections within and/or between content area(s).</em></td>
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Exemplar Lessons. Behaviors consistent with the 5E Instructional Model. **Students** *ask related questions that would encourage future investigations.* *answer open-ended questions by using observations, evidence, and previously accepted explanations.* *self-assess quality of work.*
Instruction and assessment is learner-centered, taking into account student interests and characteristics. (cont.)

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<td>II.5. Instructional strategies are aligned with the objectives, activities, student characteristics, prior learning, work and life applications, both within the discipline and with other disciplines.</td>
<td>*Teacher connects critical attributes of the learning to students’ personal lives, work, and prior/future learning, content within the discipline, &amp; content in other disciplines. *Teacher selects &amp; organizes topics so students make connections between what’s taught in school &amp; what they experience outside the classroom. *Students successfully make connections between what is taught in school and the world beyond the classroom.</td>
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<td>III.3. Assessment strategies are appropriate to the varied characteristics of students.</td>
<td>Assessment strategies produce evidence of student success &amp;/or the need for corrective teaching. Teacher. *Utilizes assessment strategies appropriate to student developmental levels. *Chooses &amp;/or customizes assessment strategies to fit the unique, special, language/cultural characteristics of students.</td>
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Students make connections. (cont.)

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| II.5. Instructional strategies are aligned with the objectives, activities, student characteristics, prior learning, work and life applications, both within the discipline and with other disciplines. | *Teacher connects critical attributes of the learning to students' personal lives, work, and prior/future learning, content within the discipline, & content in other disciplines.  
*Teacher selects & organizes topics so students make connections between what’s taught in school & what they experience outside the classroom.  
*Students successfully make connections between what is taught in school and the world beyond the classroom. | Year at a Glance helps teacher monitor pacing.  
Vertical Alignment Documents assure that standards are aligned between grade levels.  
Instructional Focus Documents  
*are based on the aligned grade level standards.  
*build on previous instruction.  
*are conceptually driven.  
Exemplar Lessons. Behaviors consistent with the 5E Instructional Model.  
*Students complete transactions & administrative tasks quickly. (These tasks consume little or no instructional time.)  
*Student engagement & success indicate sequence & pace are appropriate.  
*Interesting, fun, & relevant activities engage students in learning process  
*Teacher proactively ensures that prior learning for new learning is in place. | Students  
*only occasionally make connections independently.  
*largely rely on the teacher's elaboration of concepts.  
*only occasionally relate previous learning to current learning.  
*may draw conclusions based on invalid connections within and/or between content areas. |
| II.6. The teacher varies activities appropriately and maintains appropriate pacing and sequencing of instruction. | *Students complete transactions & administrative tasks quickly. (These tasks consume little or no instructional time.)  
*Student engagement & success indicate sequence & pace are appropriate.  
*Interesting, fun, & relevant activities engage students in learning process  
*Teacher proactively ensures that prior learning for new learning is in place. | Students  
*ask related questions that would encourage future investigations.  
*answer open-ended questions by using observations, evidence, and previously accepted explanations.  
*self-assess the quality of their work.  
*make connections to previously learned concepts. |
| II.7. The teacher emphasizes the value & importance of the activity/content. | *demonstrate understanding of the value/importance of learning.  
*are eager & excited about activity/content.  
*make own connections between new & prior learning, future learning, learning in other disciplines, their own lives, and/or the world beyond the classroom.  
*apply new learning and/or produce products that demonstrate the value/importance of the content/activity.  
*Teacher  
*uses a variety of strategies to demonstrate the value/importance of content/activity.  
*structures lesson so students discover for themselves the value/importance of content/activity.  
*communicates genuine excitement & enthusiasm for content/activity. | Students  
*Teacher  
*uses a variety of strategies to demonstrate the value/importance of content/activity.  
*structures lesson so students discover for themselves the value/importance of content/activity.  
*communicates genuine excitement & enthusiasm for content/activity. |
## CSCOPE/PDAS Connections

**Student progress is monitored and assessed.**

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| I.2 Students are successful in learning. | *Learning objectives have depth and complexity.  
*Students are self-directed/intrinsically motivated. 
*Assessment strategies reflect the unique needs/characteristics of students. | **Year at a Glance** and **TEKS Verification Matrix** help teacher monitor pacing for the year. | **I.2 Students are successful in learning.** |
| III.1 Academic progress of students is monitored and assessed.  
III.2 Assessment and feedback are aligned with goals and objectives and instructional strategies. | Teacher  
*uses a system of effective strategies to monitor obtain, interpret & act on information on student progress that is focused on student progress in learning.  
*acts on assessment data before moving from one stage of instruction to the next an plan new instruction  
*provides positive, specific, & timely feedback, which results in student progress toward learning goals.  
*uses monitoring & assessment strategies that reflect an understanding of the unique needs & characteristics of students.  
*conducts formal/informal formative assessments & acts on that information to adjust instruction to promote student learning. | **Vertical Alignment Documents** assure that standards are aligned between grade levels.  
*Instruction based on the **VADs** and **IFDs** reveal teacher understanding of depth and complexity of TEKS developed through grade levels.  
*Specificity of student expectations is clearly addressed in instruction. **Instructional Focus Documents**  
*provide grade level TEKS specificity. Teacher feedback is based on this feedback.  
*logically sequence concept and skill development within the IFD and between IFDs.  
*identify common misconceptions and/or underdeveloped concepts that could potentially impact student learning.  
*communicate high expectations by identifying guiding questions that require complex thinking. Guiding questions can be used to assess student comprehension of unit concepts.  
*Performance Indicators ensure that the standards are attained at grade level rigor. **Exemplar Lessons**  
*When teachers modify and/or supplement Exemplar Lessons to account for student interests and needs, lessons are still aligned with the standards specified in the IFD and maintain the rigor of the Exemplar Lessons.  
*Teachers select resources and materials aligned with the specified standards.  
*Rubrics describe and define the standard of quality which students and teachers can use to judge quality of performance and mastery, both formatively and summatively.  
*Students explore more than one solution to problems/answers to questions. | **I.2 Students are successful in learning.** |

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Student progress is monitored and assessed. (cont.)

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| III.6. The teacher provides opportunities for relearning and re-evaluation of the material. | *Students are successful as a result of re-teach &/or have a better understanding as a result of a re-evaluation of the learning. Teacher *uses effective strategies that result in student success in learning. *uses strategies that fit the unique needs/characteristics of students. *monitors & adjusts instruction & reflects an understanding of students by adjusting instruction for additional clarification or for extension of learning. | * At various points during the lesson cycle, the teacher has the opportunity to gather performance data that can be used to adjust and scaffold instruction.  
* There are multiple opportunities and means for students to demonstrate mastery: during the Elaborate portion of lessons, in completion of Performance Indicators and unit assessments. | |