

# Criterion 1: Centering instruction on high expectations for student achievement.

<b>P1 Purpose – Standards:</b> Connections to standards, broader purpose and transferable skill		
<b>Actions</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Evidence</b>	<b>Proficient</b>	<b>Distinguished</b>

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<b>P4 Purpose - Learning Target: Communication of learning target(s)</b>		
<b>Actions</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Evidence</b>	<b>Proficient</b>	<b>Distinguished</b>

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<b>P5 Purpose – Learning Target: Success criteria and performance task(s)</b>		
<b>Actions</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Evidence</b>	<b>Proficient</b>	<b>Distinguished</b>

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<b>SE3 Student Engagement – Engagement Strategies: High cognitive demand</b>		
<b>Actions</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Evidence</b>	<b>Proficient</b>	<b>Distinguished</b>

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<b>CEC3 Classroom Environment &amp; Culture – Classroom Routines &amp; Rituals: Discussion, collaboration and accountability</b>		
<b>Actions</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Evidence</b>	<b>Proficient</b>	<b>Distinguished</b>

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