

## YCSD Instructional Framework Purpose Statement Guidance Tool

1. Purpose Statement	4	3	2	1
<p><b>1A. Purpose statement (objective) is visible and derived from the Ohio Learning Standards</b></p>	<ul style="list-style-type: none"> <li>The purpose statement is clearly visible for all students</li> <li>The purpose statement is aligned to Ohio Learning Standard(s)</li> <li>The purpose statement reflects a <b>focused skill</b> derived from the standard</li> <li>Student friendly language is <b>clear, visible, and connected</b> to all academic vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>The purpose statement is clearly visible for all students</li> <li>The purpose statement is aligned to Ohio Learning Standard(s)</li> <li>The purpose statement reflects <b>multiple skills</b> derived from the standard</li> <li>Student friendly language is <b>clear, visible, and connected</b> to some academic vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>The purpose statement is clearly visible for all students</li> <li>The purpose statement is aligned to the Ohio Learning Standard(s)</li> <li>The purpose statement reflects too <b>many skills</b> that are embedded in the standard</li> <li>Student friendly language is <b>not visible but is connected</b> to academic vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>The purpose statement is not clearly visible for all students</li> <li>The purpose statement does not address any of the Ohio Learning Standards(s)</li> <li>The purpose statement <b>does not reflect any skills</b> embedded in the standard</li> <li>Student friendly language is <b>not visible or connected</b> to academic vocabulary</li> </ul>
<p><b>1B. Purpose Statement (objective) aligns with the instructional activity in the lesson</b></p>	<p>The purpose statement and 4/4 GRR components are tightly aligned</p>	<p>The purpose statement and 3/4 GRR components are aligned</p>	<p>The purpose statement and 2/4 GRR components are aligned</p>	<p>The purpose statement and 1/4 GRR components are aligned</p>
<p><b>1C. Students are able to use active response techniques to articulate and explain what they are expected to learn, why it is important, and how they will know when they have learned it.</b> <i>(e.g., turn and talk, choral response, individual, etc.)</i></p>	<p><b>3/3 observed</b></p> <ul style="list-style-type: none"> <li>Time is provided at the end of the purpose setting period for students to talk with each other about what they will be doing in today's lesson, why it is important, and how they are to learn it.</li> <li><b>100% of students</b> questioned can articulate "what", "why", and "how"</li> <li>Minimum of 4 students</li> </ul>	<p><b>2/3 observed</b></p> <ul style="list-style-type: none"> <li>Time is provided at the end of the purpose setting period for students to talk with each other about what they will be doing in today's lesson, why it is important, and how they are to learn it.</li> <li><b>75% of students</b> questioned can articulate "what", "why", and "how"</li> <li>Minimum of 4 students</li> </ul>	<p><b>1/3 observed</b></p> <ul style="list-style-type: none"> <li>Time is provided at the end of the purpose setting period for students to talk with each other about what they will be doing in today's lesson, why it is important, and how they are to learn it.</li> <li><b>50% of students</b> questioned can articulate "what", "why", and "how"</li> <li>Minimum of 4 students</li> </ul>	<p><b>0/3 observed</b></p> <ul style="list-style-type: none"> <li>Time is not provided at the end of the purpose setting period for students to talk with each other about what they will be doing in today's lesson, why it is important, and how they are to learn it.</li> <li><b>Less than 50%</b> of students questioned can articulate "what", "why", and "how"</li> <li>Minimum of 4 students</li> </ul>