

TEACH 2: EXPLAIN CONTENT CLEARLY				
	Highly Effective	Effective	Minimally Effective	Ineffective
	<i>The following best describes what is observed:</i>	<i>The following best describes what is observed:</i>	<i>The following best describes what is observed:</i>	<i>The following best describes what is observed:</i>
Clear, Coherent Delivery	Explanations of content are clear and coherent, and they build student understanding of content. The teacher might provide explanations through direct verbal or written delivery, modeling or demonstrations, think-alouds, visuals, or questioning.  <b>Explanations of content also are delivered in as direct and efficient a manner as possible.</b>	Explanations of content are <b>clear and coherent, and they build student understanding of content</b> . The teacher might provide explanations through direct verbal or written delivery, modeling or demonstrations, think-alouds, visuals, or questioning.	Explanations of content are <b>generally clear and coherent, with a few exceptions</b> . The teacher might provide explanations through direct verbal or written delivery, modeling or demonstrations, think-alouds, visuals, or questioning, but these explanations are <b>not entirely effective</b> in building student understanding of content.	Explanations of content are <b>unclear or incoherent</b> . The teacher might provide explanations through direct verbal or written delivery, modeling or demonstrations, think-alouds, visuals, or questioning, but these explanations are <b>generally ineffective</b> in building student understanding of content.
Academic Language	The teacher gives clear, precise definitions and uses a broad vocabulary* that includes specific academic language and words that may be unfamiliar to students when it is appropriate to do so.  <b>Students also demonstrate through their verbal or written responses that they are internalizing academic vocabulary.</b>	The teacher gives <b>clear, precise definitions and uses a broad vocabulary*</b> that includes specific academic language and words that may be unfamiliar to students <i>when it is appropriate to do so</i> .	The teacher <b>generally gives clear, precise</b> definitions and uses a broad vocabulary* that includes specific academic language and words that may be unfamiliar to students when it is appropriate to do so; however, <b>at times</b> the teacher gives definitions that are <b>not completely clear or precise</b> , or <b>sometimes</b> does not use a broad vocabulary.	The teacher gives <b>unclear or imprecise</b> definitions, or <b>does not use a broad vocabulary*</b> that includes specific academic language and words that may be unfamiliar to students when it would have been appropriate to do so.
Emphasize Key Points	The teacher emphasizes key points when necessary, such that students understand the main ideas of the content.  <b>Students also can authentically explain the main ideas of the content beyond simply repeating back the teacher's explanations.</b>	The teacher <b>emphasizes</b> key points when necessary, such that <b>students understand</b> the main ideas of the content.	The teacher <b>sometimes</b> emphasizes key points when necessary, such that <b>students are sometimes unclear</b> about the main ideas of the content.	The teacher <b>rarely or never</b> emphasizes key points when necessary, such that <b>students are often unclear</b> about the main ideas of the content.
Student Understanding	Students show that they understand the explanations.  When appropriate, <b>concepts also are explained in a way that actively and effectively involves students in the learning process</b> . For example, students have opportunities to explain concepts to each other.	Students show that they <b>understand</b> the explanations. For example, their verbal or written responses, dialogue, questions, or level of participation indicate understanding.	Students <b>generally</b> show that they <b>understand</b> the explanations, but at times their verbal or written responses, dialogue, questions, or level of participation suggest that <b>explanations have not been entirely effective</b> .	Students show that they are <b>confused</b> by the explanations, or students are frustrated or disengaged because of unclear explanations.
Connections	The teacher makes connections with students' prior knowledge, students' experiences and interests, other content areas, or current events to effectively build student understanding of content.	The teacher <b>makes connections</b> with students' prior knowledge, students' experiences and interests, other content areas, or current events to <b>effectively build student understanding</b> of content.	The teacher <b>makes connections</b> with students' prior knowledge, students' experiences and interests, other content areas, or current events, <b>but connections are not entirely effective</b> at building student understanding of content.	The teacher <b>does not make connections</b> with students' prior knowledge, students' experiences and interests, other content areas, or current events; <b>or, connections are ineffective</b> at building student understanding of content.

\* Broad vocabulary should emphasize both Tier 2 words that occur frequently across disciplines (e.g., adapt, justify, inhibit, principle) and Tier 3 words that are content-specific (e.g., photosynthesis, quadratic, impeach, sonnet).

1. One way observers can effectively gather information to score this standard is through brief conversations with students, when appropriate.
2. If the teacher presents incorrect information that would leave students with a significant misunderstanding at the end of the lesson, the teacher should be scored a Level 1 for this standard.