**Instructional Rigor Domain**

**Phase 1**

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| **Varied Learning Experiences** (TEI Alignment 1.2, 1.4, 2.4) | | | |
| **Beginning** | **Developing** | **Practicing** | **Achieving** |
| Students access content primarily through **unvaried learning experiences** that may be generic, inauthentic, and disproportionately focused on lower cognitive levels that lack rigor. | Students access content through **varied learning experiences**, but experiences may be generic and/or inauthentic. | Students access the content through varied learning experiences that include multiple opportunities for transfer of knowledge, extending the application of knowledge and skill to new and novel contexts. | Students access content through a variety of learning experiences which capture the range of cognitive rigor across the curriculum, and offer opportunities for transfer of knowledge in authentic, relevant, and rigorous ways. |

**Phase 2**

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| **Differentiated Learning Objectives** (TEI Alignment 1.5, 2.1, 2.2) | | | |
| **Beginning** | **Developing** | **Practicing** | **Achieving** |
| Learning objectives are **never** differentiated based on students' levels of mastery, i.e., all students address the same learning objective at the same time. | Learning objectives are **rarely** differentiated based on students' levels of content mastery. | Learning objectives are **sometimes** differentiated based on students' levels of content mastery. | Learning objectives are **regularly** differentiated based on students' levels of content mastery. |

**Phase 3**

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| **Personalized Learning Pathways** (TEI Alignment 2.1, 2.3) | | | |
| **Beginning** | **Developing** | **Practicing** | **Achieving** |
| Students follow **the same pathway** to accomplish their academic goals. | Students follow **customized** pathways to accomplish their academic goals. | Students follow customized pathways to accomplish their academic **and non-academic goals**. | Students follow customized pathways, **that adapt as necessary** to accomplish their individual academic and non-academic goals. |

**Phase 4**

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| **Mastery Based Progression** (TEI Alignment 1.4, 1.5, 2.2) | | | |
| **Beginning** | **Developing** | **Practicing** | **Achieving** |
| Students **advance in lock-step with their peers** with little or no opportunity for remediation or extension if necessary. | Students advance in lock-step with their peers but have **regular opportunities for remediation and extension** if necessary. | Students have regular opportunities for remediation when necessary and **advance upon demonstration of mastery**. | Students advance upon demonstration of the **highest level** of mastery. |

