

OBJECTIVE: EVERY CHILD WILL DISPLAY A LOVE OF LEARNING ABOUT JUDAISM

ELEMENT	L E V E L O F P E R F O R M A N C E - M A D R A Y G O T			
	ALEF - BEGINNING	BET - DEVELOPING	GIMMEL – MEETS EXPECTATIONS	DALET – EXCEEDS EXPECTATIONS
<p>Readiness to learn – being a mensch</p> <p><i>The basics are in order. This is about classroom behavior and readiness to learn.</i></p>	<p>Significant time is lost during transition times (i.e. 5 minutes or more). Student body language is often closed (e.g., slouching, crossed arms). Fewer than half of the students speak in turn. Most students are disruptive and/or explicitly disregarding requests made by the teacher. Fewer than half of the students are on task throughout the lesson.</p>	<p>Some time is lost during transition times (i.e., 2-5 minutes). Student body language is sometimes open and attentive (e.g., facing forward, relaxed posture or sitting up straight, leaning forward, facing the speaker), indicating a readiness to learn. Approximately 50% of the students speak in turn, with some disruptions. Approximately 50% of the students stay on task for the duration of the lesson.</p>	<p>Little time is lost during transition times (i.e., up to 2 minutes). Student body language is often attentive, indicating a readiness to listen to the teacher and other students. Approximately 80% of the students speak in turn, with little to no disruptions. Approximately 80% of the students stay on task for the duration of the lesson.</p>	<p>Little to no time is lost during transition times (i.e., up to 1 minute). Student body language is consistently attentive, indicating a readiness to listen to the teacher and other students. Nearly all students speak in turn, with little to no disruptions. Nearly all students stay on task for the duration of the lesson.</p>
<p>Seeking wisdom and knowledge</p> <p><i>The student is responsible for seeking answers, seeking a teacher. It's not only the taller person in the front of the room – anyone can be a teacher.</i></p>	<p>Students are overall passive during the lesson with fewer than half of the students occasionally asking basic questions.</p>	<p>Approximately 50% - 80% of the students occasionally ask a mix of questions – both basic (e.g., clarifying questions, questions about collecting foundational facts about a topic, etc.) and open-ended questions. Though students ask a mix of questions, most of these are basic.</p>	<p>Approximately 80 – 95% students regularly ask a mix of questions during class (i.e., half basic, half open-ended). Most students seek out information that goes beyond what the teacher is currently providing (e.g., from their teacher, a more knowledgeable student, a book, an online resource).</p>	<p>Nearly all students regularly ask compelling, open-ended questions during class. Nearly all students are seeking out information driven by their individual inquiries (e.g., from their teacher, a more knowledgeable student, a book, an online resource). Students take responsibility for the lesson and/or give constructive feedback on the current/future lesson design.</p>
<p>Active peer learning</p> <p><i>Based on the idea of chavrutah. We learn best by pilpul (lively back and forth debate).</i></p>	<p>Students do not interact with peers (such as in pairs or small groups).</p>	<p>Students rarely interact with peers. When they do, it is at a basic level, (i.e., focused on a task that is a low cognitive challenge, students follow instructions provided by teacher, little to no evidence of improvised interactions, etc.).</p>	<p>Students interact with peers multiple times during the lesson. When they do, they take turns asking questions of one another, listening, and deciding what to share with the teacher and/or class (e.g., think/pair/share).</p>	<p>Students interact with peers regularly during the lesson. When they do, they respectfully challenge one another, provide constructive criticism, and ultimately consider new ideas and forming new conclusions (e.g., students may say things like, “what evidence are you using to support that idea?” “Have you considered X?” “What if...”).</p>