

**Figure 3.2.** Sample evidences for Domain 3, Element 1

<b>Sample Evidences for Domain 3, Element 1</b>
<ul style="list-style-type: none"><li>• Curriculum documents are in place that correlate the written curriculum to state and district standards.</li></ul>
<ul style="list-style-type: none"><li>• Rubrics or proficiency scales are in place that clearly delineate student levels of performance on essential elements of the state and district standards.</li></ul>
<ul style="list-style-type: none"><li>• Information is available correlating what is taught in the classroom (i.e., the taught curriculum) and the written curriculum.</li></ul>
<ul style="list-style-type: none"><li>• Information is available examining the extent to which assessments accurately measure the written and taught curriculums.</li></ul>
<ul style="list-style-type: none"><li>• School teams regularly analyze the relationship between the written curriculum, taught curriculum, and assessments.</li></ul>
<ul style="list-style-type: none"><li>• Evidence is available demonstrating the assessments are accurately measuring the state and district standards.</li></ul>
<ul style="list-style-type: none"><li>• When asked, teachers can describe the essential content and standards for their subject area(s) or grade level(s).</li></ul>
<ul style="list-style-type: none"><li>• When asked, teachers demonstrate understanding of how the curriculum and assessments are aligned.</li></ul>