

## The Learning Trifecta

The Learning Trifecta includes a focus on three high impact practices – teacher clarity via student voice, student discussion, and high-level questioning. Each point of the learning trifecta has a continuum to provide a clear picture of expectations in practice. Continuums are also used to collect and analyze evidence to progress monitor implementation and fuel professional learning, support, and resource acquisition.

Teacher Clarity via Student Voice Continuum			
	1	2	3
What are you learning? <i>(learning intention)</i>	1. Student is unable to articulate what they are learning or only reference a task or activity.	2. Student articulates what they are learning (articulates the learning intention).	3. Student articulates what they are learning and how it connects to the learning task or activity.
Why are you learning it?	1. Student is unable to articulate a why for their learning or gives no response.	2. Student articulates a why for their learning that is connected to their learning task.	3. Student articulates a why for their learning that is connected to a larger context than the current task.
How will you know you've learned it/are successful? <i>(success criteria)</i>	1. Student is unable to articulate how they will be successful, gives no response, or references the teacher telling them or a grade.	2. Student articulates how they will be successful by referring or speaking to the success criteria.	3. Student articulates how they will be successful by referring or speaking to the success criteria and links it to their current learning task.

Student Discussion Continuum			
1	2	3	4
<p>Student discussion is driven by the teacher and mainly remains at the retell level, mostly using everyday language, with little to no evidence of academic or domain-specific vocabulary.</p> <p>Student discussion focuses on a variety of topics with each student offering his/her own thinking without using ideas from peers.</p> <p>Majority of interactions are teacher to student.</p>	<p>Student discussion, structured by prompts from the teacher, includes a combination of retelling, analysis, and/or stating a claim and defending it with evidence.</p> <p>Students provide explanations or evidence of their thinking and respond to their peers' contributions.</p> <p>Discussion moves between teacher-led and student-to-student with the teacher facilitating majority of the discussions.</p>	<p>Students engage with each other in teacher-guided academic discussions focused on analysis, synthesis, and evaluation of content-driven topics, using academic language while communicating.</p> <p>Students support their ideas with concrete explanations and evidence, paraphrasing as appropriate, and build on or challenge the ideas of others.</p> <p>Majority of discussion is student-to-student. The teacher facilitates and redirects the discussion as needed, providing feedback on the quality.</p>	<p>Students lead the discussion of content focused topics, consistently adding value to the dialogue with their peers and teacher and respecting the opinion and thoughts of both.</p> <p>Students contribute to extending the content and help explain and build upon concepts to their classmates.</p> <p>Students ensure that all voices are heard.</p> <p>Discussion is student-to-student with students independently engaging in dialogue about the topic.</p>

High-Level Questioning Continuum			
1	2	3	4
<p>Students respond to questions that mainly focus on basic recall and retell.</p> <p>Few students ask questions, and most questions asked focus on basic recall or retelling of content.</p> <p>Not all students are required to respond to each question.</p>	<p>Students respond to questions that demonstrate a comprehension of content.</p> <p>Students have opportunities to ask questions during the lesson and most questions focus on procedures or clarifying information or content.</p> <p>Questions include a range of levels, but not all students are required to respond to each question.</p>	<p>Students fully explain and justify their thinking when responding to questions that demonstrate different levels of thinking, including questions that require analysis, synthesis, and evaluation of information.</p> <p>Students generate questions about content that demonstrate rigorous independent thinking.</p> <p>Questions represent a progression that moves students to higher levels of thinking, and all students are required to respond.</p>	<p>Students actively engage in developing rigorous questions to challenge the thinking of their classmates.</p> <p>Students have opportunities to respond to rigorous questions generated by classmates with little guidance from the teacher.</p> <p>Questions represent a progression that challenge students cognitively and advance high-level thinking, and all students are required to respond</p>