## Cornerstones Curriculum Quality Indicators

|  |  |  |
| --- | --- | --- |
| **Dimension** | **Indicators** | **Evidence** |
| **Depth** | * Analysis, experimentation, crafting, and/or iterative design are the key engines of learning, not an afterthought. * Cycles of descriptive feedback and deepening push students ahead. * Quality Indicators, exemplars, critique, and conversation clarify standards of quality and success throughout the Cornerstone. * Explicit consideration of learner strengths and challenges assures both entry points and deepening for a large range of students. |  |
| **Sophistication** | * Learning addresses significant, connected, standards-aligned content. * Lessons connect students to content and context through explicit attention to vocabulary and background knowledge. * Lesson resources help a large range of students understand, organize, and use content. These might include images, diagrams, content maps, and organizers. Whenever possible, these are student-developed or student-elaborated. * Quality Indicators require masterful use of content. * Students experience and address challenges to their ideas with content-based evidence or strategy. |  |
| **Impact** | * Task takes students outside the immediate classroom context to show how people use the content by choice for authentic purposes. * Design of learning task helps a range of students see themselves as powerful users of content. This includes culturally-responsive techniques and attention to diversity in resources, experts, and models. * Equal attention is paid to (1) academic content and (2) context development. Students absorb subtle details of how people use the content in the real world, including language, practices, and tools. * Task includes opportunities for collaboration with people outside the classroom who are genuinely interested in the task purpose/content. |  |