

# Instructional Rubric

PLAN				
P1	4 HIGHLY EFFECTIVE	3 EFFECTIVE	2 DEVELOPING	1 INEFFECTIVE
<p><b>PLAN 1. Know your students</b></p> <p>This means...</p> <ul style="list-style-type: none"> <li>A variety of sources are used to obtain student performance levels and those sources inform planning</li> <li>Teachers use student interests, backgrounds and learning needs to inform planning</li> </ul>	<p>In addition to all of the elements in Level 3, Level 4 includes:</p> <ul style="list-style-type: none"> <li>Teacher <b>proactively</b> and <b>appropriately</b><sup>1</sup> shares information with other individuals who can impact student achievement (e.g. resource teachers, other content area teachers a student sees, counselors).</li> </ul>	<ul style="list-style-type: none"> <li>A <b>variety</b><sup>2</sup> of sources are regularly used to attain students' current levels of performance.</li> <li>Knowledge of students' levels of performance is <b>regularly</b> used to plan instruction<sup>3</sup>.</li> <li>Teacher <b>regularly</b> uses knowledge of students' interests, backgrounds, and learning needs in the planning process.</li> </ul>	<ul style="list-style-type: none"> <li><b>One to two</b> sources are used to attain students' current levels of performance and/or resources used <b>may not accurately</b> determine students' current levels of performance.</li> <li>Knowledge of students' levels of performance is <b>sporadically or occasionally</b> used to improve instruction.</li> <li>Teacher <b>sporadically or occasionally</b> uses knowledge of students' interests, backgrounds, and learning needs in the planning process.</li> </ul>	<ul style="list-style-type: none"> <li>Sources do <b>not accurately</b> determine students' current levels of performance.</li> <li>Knowledge of students' current levels of performance is <b>not</b> used to plan instruction.</li> <li>Teacher <b>does not</b> use knowledge of students' interests, backgrounds, and learning needs in the planning process.</li> </ul>

<sup>1</sup> Teachers do not share information that may be confidential or sensitive to students without first obtaining appropriate permission to do so.

<sup>2</sup> Sources can include end-of-year assessment, interim assessments, interest surveys, learning style inventories, pre/post tests, and teacher created assessments.

<sup>3</sup> Instructional plans can include creating flexible groups, targeted instructional strategies, and re-teaching.

PLAN				
P2	4 HIGHLY EFFECTIVE	3 EFFECTIVE	2 DEVELOPING	1 INEFFECTIVE
<p><b>PLAN 2. Set growth goals based on students' performance levels</b></p> <p>This means...</p> <ul style="list-style-type: none"> <li>Annual<sup>4</sup> and interim goals are set to measure student progress towards standard mastery</li> <li>A data system is used to track progress</li> <li>Students can articulate annual and interim goals</li> </ul>	<p>In addition to all of the elements in Effective, Highly Effective includes:</p> <ul style="list-style-type: none"> <li><b>Multiple</b> annual and interim goals<sup>5</sup> are used to effectively monitor student progress towards mastery of standards.</li> <li><b>All</b> students are able to articulate annual and interim goals using developmentally appropriate language.</li> </ul>	<ul style="list-style-type: none"> <li>Annual and interim goals <b>effectively</b> measure student progress towards mastery of standards.</li> <li>A system is used that provides data on progress, both class and individual, towards growth goals.<sup>6</sup></li> <li><b>Almost all</b> students are able to articulate annual and interim goals using developmentally appropriate language.</li> </ul>	<ul style="list-style-type: none"> <li>Annual and interim goals created <b>may not effectively</b> measure student progress towards mastery of standards.</li> <li>A system, that may be <b>unorganized or ineffective</b>, is used that provides data on progress, both class and individual, towards growth goals.</li> <li><b>Less than half</b> of students are able to articulate annual and interim goals using developmentally appropriate language.</li> </ul>	<ul style="list-style-type: none"> <li>Annual and interim goals <b>do not</b> measure student progress towards mastery of standards.</li> <li><b>No evidence</b> that a system is used that provides data on progress, both class and individual, towards growth goals.</li> <li><b>Few or no</b> students are able to articulate annual and interim goals using developmentally appropriate language.</li> </ul>

<sup>4</sup> Substitute "annual goals" with "end-of-course goals" for teachers that do not teach courses across an entire year. Interim goals are derived from end-of-course goals.

<sup>5</sup> Multiple goals may include those for different content areas and are likely informed by different assessments measures.

<sup>6</sup> Systems for measuring progress can be done in multiple ways. One method could be teacher created charts that show students scores on formative, summative and/or benchmark assessments along with targeted growth goal. Another method could be Excel documents where teacher or students can input assessments scores and then create graphs and charts to illustrate progress towards growth goals.

PLAN				
P3	4 HIGHLY EFFECTIVE	3 EFFECTIVE	2 DEVELOPING	1 INEFFECTIVE
<p><b>PLAN 3. Develop standards-based units and long-term plans</b></p> <p>This means...</p> <ul style="list-style-type: none"> <li>Discrete skills are connected to broad concepts to create units</li> <li>Units are connected to each other to create a long-term plan aligned to interim assessments and end of year achievement goals</li> <li>Summative assessments provide concrete evidence of standard mastery</li> <li>Rubrics and exemplars are developed prior to beginning each unit</li> </ul>	<p>In addition to all of the elements in Level 3, Level 4 includes:</p> <ul style="list-style-type: none"> <li>Common student misconceptions are <b>anticipated</b> and <b>identified</b> for units and time is built in to units to address misconceptions.</li> <li><b>Multi-leveled</b><sup>7</sup> rubrics and exemplars<sup>8</sup> are developed prior to teaching each unit.</li> </ul>	<ul style="list-style-type: none"> <li>Standards are grouped into units so that discrete skills are connected to broad, overarching concepts.</li> <li><b>All</b> units are connected to each other to create a long-term plan that aligns to interim assessments and end of year achievement goals.</li> <li><b>All</b> student learning outcomes are determined prior to the unit being taught.<sup>3</sup></li> <li><b>All</b> summative assessments provide concrete evidence of student mastery of standards in units.</li> <li>Rubrics and/or exemplars for summative assessments are <b>developed prior to teaching</b> each unit in order to share these with students at the beginning of the unit.</li> </ul>	<ul style="list-style-type: none"> <li><b>Some</b> standards are grouped into units but connections between discrete skills and broad concepts are unclear or tenuous.</li> <li><b>Some</b> units are connected to create a long-term plan that aligns to interim assessments and end of year achievement goals.</li> <li><b>Some</b> student learning outcomes are determined prior to the unit being taught.</li> <li><b>Some</b> standards within units are not assessed or students are not asked to provide concrete evidence of their mastery of standards.</li> <li>Rubrics and/or exemplars are developed prior to <b>some but not all</b> units.</li> </ul>	<ul style="list-style-type: none"> <li>Standards <b>are not</b> grouped into units but are taught in isolation and treated as a checklist.</li> <li>Units <b>are not connected</b> to each other nor are they aligned to interim assessments and end of year achievement goals.</li> <li>Student learning outcomes are <b>not determined</b> before the unit is taught.</li> <li>Summative assessments <b>do not evaluate</b> students' mastery of standards.</li> <li>Rubrics and/or exemplars are <b>not developed prior to all units</b>.</li> </ul>

<sup>7</sup> For example, a teacher may show students multiple projects. One of the projects will receive a grade that is equivalent to an "A." A second project will receive a grade that is equivalent to a "C" and a third project that will receive a grade equivalent to an "F." In some content areas, it may not be appropriate to share exemplars at the beginning of a unit.

<sup>8</sup> In some cases, teachers may not be able to provide exemplars for all assessment types, in particular standardized tests.

<sup>3</sup> Student learning outcomes are determined through the assessments for the unit. Summative assessments should be selected or created before the unit being planned. This will allow teachers to communicate assessment expectations and criteria ahead of time to students and help teachers choose instructional strategies that will ultimately enable students to be successful on the summative assessment. If the summative assessment is not designed first, this type of purposeful planning cannot occur.

PLAN				
P4	4 HIGHLY EFFECTIVE	3 EFFECTIVE	2 DEVELOPING	1 INEFFECTIVE
<p><b>PLAN 4. Design daily lessons to meet learners' unique needs</b></p> <p>This means...</p> <ul style="list-style-type: none"> <li>Lesson objectives are standards-based</li> <li>Instructional activities have a purpose relative to objectives</li> <li>Lessons are scaffolded</li> <li>Checks for understanding occur throughout the lesson</li> <li>Formative assessments are designed to determine objective mastery and identify concepts to be re-taught</li> </ul>	<p>In addition to all of the elements in Level 3, Level 4 includes:</p> <ul style="list-style-type: none"> <li>Lessons <b>incorporate</b> other disciplines where connections can be made to enhance learning.<sup>9</sup></li> <li>Lesson design <b>anticipates</b> student misunderstandings and misconceptions.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson objectives are standards-based and designed to tell students what they will be learning and what they will be able to do by the end of the lesson.<sup>10</sup></li> <li><b>All</b> instructional activities have a purpose relative to the objectives.<sup>11</sup></li> <li>Lessons are <b>appropriately</b> scaffolded<sup>12</sup> towards the objectives based on developmental stages, levels of performance, and interests of students.<sup>13</sup></li> <li>Checks for understanding assess student learning of key ideas <b>throughout</b> the lesson.</li> <li>Formative assessments are designed to determine if students have met lesson objectives and identify areas for re-teaching.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson objective are <b>not</b> standards-based and designed to tell students what they will be learning or what they will <b>be able to do</b> by the end of the lesson.</li> <li><b>Some</b> instructional activities clearly have a purpose relative to accomplishing the objective while others keep students busy without a purposeful use of time.</li> <li>Lessons only address <b>one unique need</b> of students; either developmental stages, levels of performance, or interests of students.</li> <li>Checks for understanding assess student learning of key ideas <b>occasionally</b> or at <b>the end</b> of the lesson.</li> <li>Formative assessments <b>do not</b> determine if students have met lesson objective.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson objectives are not standards-based and are designed to tell students what <b>activity they will complete</b>.</li> <li>Instructional activities are <b>not</b> aligned to lesson objectives.</li> <li>Lessons are <b>not</b> aligned to the developmental stages, levels of performance, or interests of students.</li> <li>Checks for understanding <b>do not occur</b>.</li> <li>Formative assessment is <b>not</b> developed.</li> </ul>

<sup>9</sup> Examples can include an English teacher's mini-lesson on the history of the Harlem Renaissance before a unit on writing poetry or a math teacher including a work station about meteorologists and weather prediction technology during a lesson on probability.

<sup>10</sup> The intent here is that objectives are ultimately used by students to help them self-assess and self manage their needs relative to objectives. In order for students to do this, objectives need to be clear and understood by all.

<sup>11</sup> To create purposeful activities relative to lesson objectives, activities should have the same level of rigor as the objective (or scaffold to that level). Additionally, purposeful activities take into account student interest, readiness, and prior knowledge so that activities are relevant to all students.

<sup>12</sup> Appropriate scaffolding also addresses lesson pacing. A proactive plan for accelerating the pace of lessons or allowing time for re-teaching should be included in daily lesson plans based on students' developmental stages, levels of performance and interests.

<sup>13</sup> Teachers do not need to create individual lessons tailored to the individual needs of students. Rather, teachers should gear plans towards groups of students with similar needs.

# Instructional Rubric

PLAN				
P5	4 HIGHLY EFFECTIVE	3 EFFECTIVE	2 DEVELOPING	1 INEFFECTIVE
<p><b>PLAN 5. Use and align resources strategically</b></p> <p>This means...</p> <ul style="list-style-type: none"> <li>Lesson plans use resources that stimulate student interests</li> <li>Resources support activities designed to help students master standards</li> <li>Resources are leveled and differentiated based on student needs</li> </ul>	<p>In addition to all of the elements in Level 3, Level 4 includes:</p> <ul style="list-style-type: none"> <li>Resources <b>enrich</b> the activities that help students achieve mastery of standards.</li> <li>Resources take <b>student interests</b> into account.</li> <li>Students <b>actively contribute</b> to the selection of resources and take responsibility for finding relevant resources when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plans use resources<sup>14</sup> that <b>stimulate</b> student interest in the <b>appropriate</b> content.</li> <li>Resources <b>support</b> activities that help students achieve mastery of standards.<sup>15</sup></li> <li>Resources are <b>leveled</b> or <b>differentiated</b> specifically based on student needs.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plans use resources that <b>inconsistently stimulate</b> student interest in the content.</li> <li>Resources <b>inconsistently support</b> activities that help students achieve mastery of standards.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plans <b>do not use</b> resources that stimulate student interest in the content.</li> <li>Resources <b>do not support</b> activities that help students achieve mastery of standards.</li> </ul>

<sup>14</sup> Resources can include curriculum textbooks, models, content related books, teacher-made materials, real-world examples, pictures, websites, video clips, or manipulatives.

<sup>15</sup> Resources (including core texts, intervention programs or supplementary materials) are selected based on their alignment to standards and student's needs where appropriate. Resources are not simply used because they are adopted; rather, the teacher is thoughtful and strategic about how to use the resource given the students needs in the classroom.

# Instructional Rubric

PLAN				
P6	4 HIGHLY EFFECTIVE	3 EFFECTIVE	2 DEVELOPING	1 INEFFECTIVE
<p><b>PLAN 6. Mobilize families and stakeholders in student success</b></p> <p>This means...</p> <ul style="list-style-type: none"> <li>On-going communication to families, including positive reinforcement, is planned</li> </ul>	<p>In addition to all of the elements in Level 3, Level 4 includes:</p> <ul style="list-style-type: none"> <li>In cases where family involvement is challenging, <b>extra steps</b><sup>16</sup> are taken to involve at least one family member.</li> <li>Students and/or families are <b>included</b> in the planning positive reinforcements.</li> </ul>	<ul style="list-style-type: none"> <li><b>On-going</b> communication to families is planned regarding student progress towards growth goals.</li> <li>Positive reinforcement of student progress towards growth goals is <b>planned</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Communication regarding student progress towards growth goals to families may be <b>sporadic</b> or <b>inconsistent</b>.</li> <li>Student progress toward growth goals is <b>proactively acknowledged</b>, but not reinforced or promoted.</li> </ul>	<ul style="list-style-type: none"> <li>Communication regarding student progress towards growth goals to families is <b>limited</b> or there is <b>no evidence</b> of communication.</li> <li>Student progress towards growth goals <b>may not be</b> acknowledged, reinforced, and/or promoted.</li> </ul>

<sup>16</sup> An example of an extra step towards involving families would be creating a website with up to date information, emailing, or offering incentives to students.

PLAN				
P7	4 HIGHLY EFFECTIVE	3 EFFECTIVE	2 DEVELOPING	1 INEFFECTIVE
<p><b>PLAN 7. Organize classroom space and materials</b></p> <p>This means...</p> <ul style="list-style-type: none"> <li>The physical arrangement of the room allows for effective student movement and transitions</li> <li>Space is designed to access materials without instructional interruption</li> <li>Space and material are designed to promote learning</li> </ul>	<p>In addition to all of the elements in Level 3, Level 4 includes:</p> <ul style="list-style-type: none"> <li>Students have the option of <b>self-selecting</b> resources and tools to support their own learning.</li> <li>Space and materials are designed to <b>extend</b> learning of current or recent content.<sup>17</sup></li> </ul>	<ul style="list-style-type: none"> <li>Physical arrangement of classroom allows for <b>effective</b> student movement and transitions.</li> <li>The design of classroom space will allow students to access and return instructional materials <b>without interrupting</b> instruction.</li> <li>Space and materials are designed to <b>promote</b> learning.<sup>18</sup></li> </ul>	<ul style="list-style-type: none"> <li>Physical arrangement of classroom <b>may not allow for effective</b> student movement or transitions.</li> <li>The design of classroom space will cause <b>occasional</b> interruptions of instruction when students access and return instructional materials.</li> <li>Space and materials <b>do not always promote</b> learning.</li> </ul>	<ul style="list-style-type: none"> <li>Physical arrangement of classroom <b>does not</b> allow effective transitions and student movement.</li> <li>The design of classroom space will cause <b>frequent</b> interruptions of instruction when students access and return instructional materials.</li> <li>Space and materials <b>rarely promote</b> learning.</li> </ul>

<sup>17</sup> Examples include posting indicators of mastery with student-friendly explanations or materials that students can use to extend their learning after they have completed instructional assignments.

<sup>18</sup> At all levels, elementary, middle school, and high school, materials to promote learning can include reading areas, classroom libraries, technology centers, areas for resource materials or grouping of desks. At the elementary level these items should be developmentally appropriate for students by having centers, having leveled libraries, or a reading area.

TEACH				
T1	4 HIGHLY EFFECTIVE	3 EFFECTIVE	2 DEVELOPING	1 INEFFECTIVE
<p><b>TEACH 1. Engage students in standards-based lesson objectives</b></p> <p>This means...</p> <ul style="list-style-type: none"> <li>Lesson objectives are communicated to students and connected to standards</li> <li>Mastery is explained to students</li> <li>Students can explain how the lesson objective relates to broader content they are learning</li> <li>Teacher provides multiple opportunities for students to engage in objectives</li> </ul>	<p>In addition to all of the elements in Level 3, Level 4 includes:</p> <ul style="list-style-type: none"> <li>All students can explain lesson objective and how it relates to what they are learning.<sup>19</sup></li> <li>Communication of the mastery of the objectives includes <b>multi-leveled exemplars</b> <sup>20</sup>.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson objective is communicated to students using <b>developmentally appropriate</b> language.</li> <li>Mastery of the objective is explained to students.<sup>21</sup></li> <li><b>Almost all</b> students can explain the lesson objective and how it relates to what they are learning.</li> <li>Teacher provides <b>multiple</b> opportunities for engagement in lesson objectives by connecting prior knowledge, explaining the importance of the objective, or asking students to retell the objective in their own words.</li> <li>Lesson objective is connected to <b>standards</b> (See PLAN 4).</li> </ul>	<ul style="list-style-type: none"> <li>Lesson objective is communicated to students using <b>developmentally inappropriate</b> language.</li> <li>Mastery of the objectives is <b>vaguely</b> explained to students.</li> <li>Students can <b>retell</b> the objective or describe the task they are completing but are <b>unable</b> to make connections to what they are learning.</li> <li>Teacher provides <b>limited</b> opportunities for engagement in lesson objectives.</li> <li>Lesson objective is <b>vaguely</b><sup>22</sup> connected to standards.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson objective is <b>not communicated</b> to students.</li> <li>Mastery of the objectives is <b>not</b> explained to students.</li> <li>Students <b>cannot</b> retell the objective or explain the task they are completing.</li> <li>Teacher <b>does not</b> provide opportunities for engagement in lesson objectives.</li> <li>Lesson objective is <b>not</b> connected to standards.</li> </ul>

<sup>19</sup> To determine if students can explain the lesson objectives, observe times when the teacher engages students in the lesson objective and/or if the teacher facilitates a conversation with students about the lesson objective.

<sup>20</sup> In some content areas it may not be appropriate to show exemplars at the beginning of the lesson. However, student-created exemplars should be referenced relative to the criteria for mastering the objective.

<sup>21</sup> Students should see examples, and non-examples in some cases, which relate to the instructional activity that is used for students to demonstrate their understanding. Examples can be from previous students' work with the objective or teacher-created exemplars.

<sup>22</sup> For example, objectives may be topically aligned to standards but not outcome based.

TEACH				
T2	4 HIGHLY EFFECTIVE	3 EFFECTIVE	2 DEVELOPING	1 INEFFECTIVE
<p><b>TEACH 2. Communicate content clearly</b></p> <p>This means...</p> <ul style="list-style-type: none"> <li>• Content is accurate</li> <li>• Key points are emphasized</li> <li>• Connections are made between content areas, students experiences, interests, and future skills</li> <li>• Content is differentiated.</li> <li>• Instructions are clear</li> </ul>	<p>In addition to all of the elements in Level 3, a Level 4 teacher does at least one of the following:</p> <ul style="list-style-type: none"> <li>• Students <b>explain concepts</b> to each other with the support of teacher facilitation.</li> <li>• Students have <b>deep understanding</b> beyond the scope of content with teacher support.</li> </ul>	<ul style="list-style-type: none"> <li>• Content is accurate.</li> <li>• Key points are emphasized.</li> <li>• Connections are <b>routinely</b> drawn between content areas, student experiences, student interests, and previous and future skills.</li> <li>• Content is differentiated based on students' needs.<sup>23</sup></li> <li>• Instructions are <b>clear</b> to all students.</li> </ul>	<ul style="list-style-type: none"> <li>• Content is <b>mostly</b> accurate.<sup>24</sup></li> <li>• <b>Sometimes</b> key points are emphasized.</li> <li>• Connections are <b>sporadically</b> drawn between content areas, student experiences, student interests, and previous skills.</li> <li>• Content <b>may be</b> differentiated based on students' needs.</li> <li>• All students understand instructions after <b>multiple clarifications</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Content is <b>inaccurate</b>.</li> <li>• Key points are <b>not</b> emphasized.</li> <li>• Connections are <b>not</b> drawn between content areas, student experiences, and student interests.</li> <li>• Content <b>is not</b> differentiated based on students' needs.</li> <li>• Students are confused because instructions are <b>unclear</b>.</li> </ul>

<sup>23</sup> Using visuals, tangible items, like scenarios, etc. can be methods for differentiating the presentation of content.

<sup>24</sup> Content is "mostly accurate" when a student's ability to master the objective is unthreatened by inaccuracies in content (i.e. objective is that planets rotate around the sun, and the teacher inaccurately categorizes Pluto as a planet when it is actually a dwarf).

TEACH				
T3	4 HIGHLY EFFECTIVE	3 EFFECTIVE	2 DEVELOPING	1 INEFFECTIVE
<p><b>TEACH 3. Use strategies and tasks to engage all students in rigorous work</b></p> <p>This means...</p> <ul style="list-style-type: none"> <li>Strategies are aligned to lesson objectives to provide purpose and intentionality</li> <li>Strategies are differentiated and scaffolded</li> <li>Strategies result in deeper understanding of content</li> <li>Strategies provide accessibility to content</li> </ul>	<p>In addition to all of the elements in Level 3, Level 4 includes:</p> <ul style="list-style-type: none"> <li>Students are provided with choices and taught how to <b>self-select strategies</b> that will help them master lesson objectives.</li> <li>Teacher engages students in <b>reflection on the rigor</b> of strategies and tasks relative to lesson objectives.</li> </ul>	<ul style="list-style-type: none"> <li><b>All</b> strategies and tasks are aligned to the rigor<sup>25</sup> of lesson objectives<sup>26</sup>.</li> <li><b>All</b> strategies and tasks have a clear, intentional purpose beyond keeping students engaged or busy.</li> <li>Strategies and tasks enable <b>all</b> students to meet <b>or exceed</b> lesson objectives<sup>27</sup> through appropriate scaffolding<sup>28</sup> and differentiation<sup>29</sup>.</li> <li>Strategies and tasks lead <b>all</b> students to a deeper understanding of the content<sup>30</sup>.</li> <li>Strategies and tasks support <b>all</b> students in such a way that rigorous tasks become accessible to <b>all</b> students.</li> </ul>	<ul style="list-style-type: none"> <li><b>Some</b> strategies are aligned to the rigor of lesson objectives resulting in occurrences of student engagement without clear intent or purpose.</li> <li>Strategies enable <b>some</b> students to meet lesson objectives through appropriate scaffolding and differentiation.</li> <li>Strategies lead <b>some</b> students to a deeper understanding.</li> <li>Student supports are provided but <b>some</b> students are disengaged and continue to struggle with the tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Strategies are <b>not</b> aligned to the lesson objectives.</li> <li>Strategies <b>do not</b> enable students to meet lesson objectives.</li> <li>Strategies <b>do not</b> lead students to a deeper understanding of content.</li> <li><b>Few</b> student supports are provided resulting in most students being disengaged in lesson.</li> </ul>

<sup>25</sup> In some cases, the rigor of strategies and tasks in a lesson may exceed the rigor or the lesson objective if the goal is to provide a variety of activities that allow students to extend their learning beyond the lesson objective, should they be ready for that. In other cases, the rigor of instructional strategies and tasks may start lower than the rigor required by the lesson objectives but slowly build so that students are ultimately meeting objectives through scaffolded strategies.

<sup>26</sup> Lesson objectives should meet the criteria outlined in PLAN 4.

<sup>27</sup> Depending on their prior experience and performance levels, some students will require multiple lessons to master objectives. However, it should be clear how the activities and task are designed to move students closer to mastering objectives.

<sup>28</sup> Appropriate scaffolding does not mean teachers are scaffolding every task. Teachers scaffold only when the complexity of the task and/or students' prior knowledge requires scaffolding.

<sup>29</sup> This occurs by using student performance levels to differentiate the process students use to engage in content and/or the products students are required to produce as long as the differentiated products are ultimately aligned to the level of rigor required by lesson objectives.

<sup>30</sup> In order to do this, teachers must understand students' current levels of performance and then purposefully design instructional strategies that will scaffold student learning to a deeper level.

TEACH				
T4	4 HIGHLY EFFECTIVE	3 EFFECTIVE	2 DEVELOPING	1 INEFFECTIVE
<p><b>TEACH 4. Use questioning to bring students to higher-order thinking</b></p> <p>This means...</p> <ul style="list-style-type: none"> <li>The teacher poses clear questions that lead students from their current thinking to a higher level</li> <li>Wait time is provided for students to think before answering</li> <li>Questions are posed equitably to students</li> <li>Helpful and positive suggestions are provided to students when they get stuck answering a question</li> <li>Correct and/or appropriate responses are encouraged</li> </ul>	<p>In addition to all of the elements in Level 3, Level 4 includes:</p> <ul style="list-style-type: none"> <li>Teacher <b>explicitly models</b> his or her own thought process for generating questions and asks students to develop their own questions for each other as a result.</li> <li>Students' questions (of their peers and teacher) <b>push students</b> beyond their initial thinking.</li> </ul>	<ul style="list-style-type: none"> <li>Questions are <b>clear</b> and <b>scaffolded</b> in a way that leads students from their current level of thinking to a higher level<sup>31</sup>.</li> <li>Wait time is provided for students to think before answering questions.<sup>32</sup></li> <li>Questions are posed <b>equitably</b> to students in classroom.<sup>33</sup></li> <li>Teacher provides <b>helpful</b> and <b>positive</b> suggestions when students are unable to answer rather than simply providing the answer to the students.</li> <li>Teacher <b>supports</b> and <b>encourages</b> students to use correct and/or appropriate responses<sup>34</sup>.</li> </ul>	<ul style="list-style-type: none"> <li>Some questions may be <b>unnecessarily complex</b> or <b>confusing</b> to students and may <b>lack scaffolding</b>.</li> <li>Wait time is provided but may be <b>too long</b> or <b>too short</b> thus being ineffective.</li> <li>Questions are primarily posed to the <b>same</b> individual or small groups or simply to the <b>entire</b> class in most cases.</li> <li>Teacher <b>generally defaults</b> to answering his/her own questions or giving students answers when students get stuck.</li> <li>Teacher accepts <b>some</b> responses that are <b>not</b> appropriate or incorrect.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher <b>does not</b> ask questions or all questions are <b>confusing</b> to students and are <b>not scaffolded</b>.</li> <li><b>No</b> wait time is provided for students to generate responses to questions.</li> <li>Questions are <b>always</b> posed to the same individuals or to the <b>entire</b> class.</li> <li>Answers to questions are <b>not</b> provided or are incorrect.</li> <li>Teacher accepts <b>any</b> response even if it is inappropriate or incorrect.</li> </ul>

<sup>31</sup> In order to develop questions that effectively move students from current levels of thinking to higher ones, teachers must clearly identify the level of thinking (Bloom's Taxonomy) required by the content/standards for the lesson as well as students' current level of understanding of lesson content/standards.

<sup>32</sup> Wait time does not have to be silence in the classroom. Teachers may employ strategies such as Think-Pair-Share to give students a way to process the questions posed to them.

<sup>33</sup> Teacher does not always ask questions of the same students.

<sup>34</sup> Examples of appropriate responses include, but are not limited to, students using complete sentences to fully answer questions at the level of rigor in which they are asked, students asking for clarification of the questions posed to them and then answering the question, students stating that they do not know the answer and thinking out loud about what they may need to do to discover the answer.

TEACH				
T5	4 HIGHLY EFFECTIVE	3 EFFECTIVE	2 DEVELOPING	1 INEFFECTIVE
<p><b>TEACH 5. Check for understanding and respond to misunderstandings</b></p> <p>This means...</p> <ul style="list-style-type: none"> <li>• Checks for understanding are frequent, appropriate and effective</li> <li>• Checks for understanding do not interrupt flow of the lesson</li> <li>• Student misunderstandings are anticipated and addressed</li> </ul>	<p>In addition to all of the elements in Level 3, Level 4 includes:</p> <ul style="list-style-type: none"> <li>• Student misunderstandings are addressed with <b>scaffolding</b><sup>35</sup>.</li> <li>• <b>Real-time adjustments</b> to lesson pacing, student tasks and interventions are made from the information gathered from checks for understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Frequent, appropriate, and effective</b> checks for understanding occur throughout the lesson and while students are working.<sup>36</sup></li> <li>• Checks for understanding <b>do not interrupt the flow</b> of the lesson or student independent work.<sup>37</sup></li> <li>• Student misunderstandings are addressed in a timely manner.</li> <li>• Corrections offer explanations that clarify the process or concept.</li> <li>• <b>Most</b> misunderstandings and misconceptions are anticipated.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Few</b> checks for understanding occur throughout the lesson and while students are working and/or checks may be inappropriate or ineffective.</li> <li>• Checks for understanding <b>cause some interruption in the flow</b> of the lesson or student independent work.</li> <li>• Student misunderstandings are <b>not</b> addressed in a timely manner.</li> <li>• Corrections offer explanations that <b>somewhat</b> clarify the process or concept.</li> <li>• <b>Few</b> misunderstandings and misconceptions are anticipated.</li> </ul>	<ul style="list-style-type: none"> <li>• There are <b>no</b> checks for understanding during the lesson or when students are working.</li> <li>• Student misunderstandings are <b>not</b> addressed.</li> <li>• Corrections offer explanations that <b>do not</b> clarify the process or concept.</li> <li>• Misunderstandings and misconceptions are <b>not</b> anticipated.</li> </ul>

<sup>35</sup> Examples of scaffolding include asking leading questions, connecting concepts/content to previous knowledge, and explaining concepts in a new way.

<sup>36</sup> Effective and appropriate checks for understanding should occur when it is necessary to determine whether or not a teacher can move forward in a lesson, such as before moving on to the next step or concept in the lesson or during guided practice to ensure students are applying content and skills accurately before moving on to independent practice. These are not the only times checking for understanding should occur but provide examples of this concept. Additionally, checks for understanding should provide multiple ways for students to demonstrate their learning. Always using the same strategy to check for understanding will likely not be appropriate.

<sup>37</sup> Teacher checks for understanding do not eliminate teachable moments or prevent students from asking questions. Teachable moments and student questions can be handled quickly and efficiently by addressing an individual or group or coming back to the issue/question at a more appropriate time (e.g., during a debrief or a Do Now the next day).

TEACH				
T6	4 HIGHLY EFFECTIVE	3 EFFECTIVE	2 DEVELOPING	1 INEFFECTIVE
<p><b>TEACH 6. Facilitate student-to-student interaction and academic talk</b></p> <p>This means...</p> <ul style="list-style-type: none"> <li>Students have opportunities to interact with each other in a structured, strategic and flexible manner</li> <li>Students are using academic vocabulary and standard grammatical structures</li> </ul>	<p>In addition to all of the elements in Level 3, Level 4 includes:</p> <ul style="list-style-type: none"> <li>Opportunity for collaboration <b>for a variety of purposes and lengths of time</b> is provided.</li> <li>Students effectively <b>self-select structures for collaborating</b> as a result of teacher modeling and discussion about the intent and purpose of different structures.</li> <li>Students <b>hold each other accountable</b> for using academic vocabulary and standard grammatical structures.</li> </ul>	<ul style="list-style-type: none"> <li>Opportunity for student-to-student interaction is provided.</li> <li><b>Effective</b> structures for student collaboration<sup>38</sup> to be successful are set up.</li> <li>Student groups and/or pairings are strategic, purposeful, and flexible</li> <li>Teacher models academic vocabulary and uses standard grammatical structures, and students use it.</li> <li>Students are given <b>multiple</b> opportunities to engage in academic talk.</li> </ul>	<ul style="list-style-type: none"> <li>Opportunity for student-to-student interaction is provided; however, students are <b>not</b> managed effectively.</li> <li>Student collaboration <b>may not</b> be strategic, purposeful, or flexible.</li> <li>Teacher models academic vocabulary, but it <b>may not</b> be apparent or used by students.</li> <li>Students are given <b>some</b> opportunities to engage in academic talk.</li> </ul>	<ul style="list-style-type: none"> <li>Opportunity for student-to-student interaction is <b>not</b> provided or student interaction <b>rarely occurs</b> and is <b>unfocused</b>.</li> <li>Student collaboration is <b>not</b> designed based on student attributes.</li> <li>Teacher <b>does not</b> model academic vocabulary and standard grammatical structures.</li> <li>Students are <b>not</b> given opportunities to engage in academic talk.</li> </ul>

<sup>38</sup> Collaboration between students can occur in pairs or in groups. Other structures provided within pairs or groups may be include, but are not limited to, discussion protocols, assignment of clear roles and responsibilities by each group, rubrics for effective group work, sentence stems students use to facilitate conversations, and timers to balance talk time within groups.

# Instructional Rubric

TEACH				
T7	4 HIGHLY EFFECTIVE	3 EFFECTIVE	2 DEVELOPING	1 INEFFECTIVE
<p><b>TEACH 7. Implement routines to maximize instructional time</b></p> <p>This means...</p> <ul style="list-style-type: none"> <li>Routines and transitions are well managed and smooth resulting in little/no loss of instructional time</li> </ul>	<p>In addition to all of the elements in Level 3, Level 4 includes:</p> <ul style="list-style-type: none"> <li><b>Students direct</b> many of the transitions and routines.<sup>39</sup></li> <li>Students are <b>never idle</b>, even while teacher does administrative tasks such as taking attendance or preparing materials.</li> </ul>	<ul style="list-style-type: none"> <li>Routines and procedures run <b>smoothly</b> with <b>some</b> prompting from the teacher; students <b>generally know</b> their responsibilities.</li> <li>Transitions are <b>generally smooth</b> with some teacher direction.</li> <li>Students are only idle for very <b>brief periods</b> of time while waiting for the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Routines and procedures are in place but require <b>significant</b> teacher prompting and direction; students may be <b>unclear</b> about what they should be doing and may ask questions frequently.</li> <li>Transitions are <b>fully directed</b> by the teacher and <b>may be</b> less orderly and efficient.</li> <li>Students may be idle for <b>short periods</b> of time while waiting for the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>There are <b>no</b> evident routines and procedures, so the teacher directs every activity; students are <b>unclear</b> about what they should be doing and ask questions constantly or <b>do not</b> follow teacher directions.</li> <li>Transitions are <b>disorderly</b> and <b>inefficient</b>.</li> <li>Students may be idle for <b>significant periods</b> of time while waiting for the teacher.</li> </ul>

<sup>39</sup> Teachers do not have to direct all transitions and routines in the classroom. A student can be chosen to direct transitions and routines while the teacher completes another task that supports maximizing instructional time. In lower grades, the transitions and routines are more developmentally appropriate like quickly and quietly putting supplies away or getting in line.

TEACH				
T8	4 HIGHLY EFFECTIVE	3 EFFECTIVE	2 DEVELOPING	1 INEFFECTIVE
<p><b>TEACH 8. Build a positive, learning-focused classroom culture</b></p> <p>This means...</p> <ul style="list-style-type: none"> <li>Teacher-student and student-student interactions are positive and respectful</li> <li>Students are invested in their work and value academic success</li> <li>Students feel safe to take risks and new challenges</li> <li>Teacher has high expectations for students</li> <li>Students take ownership and are active participants in class work</li> </ul>	<p>In addition to all of the elements in Level 3, Level 4 includes:</p> <ul style="list-style-type: none"> <li>Students are invested in the <b>success of their peers</b>. For example, they can be seen collaborating with and helping each other without prompting from the teacher.</li> <li>Students may give <b>unsolicited praise or encouragement</b> to their peers for good work, when appropriate.</li> <li>Students may demonstrate <b>frequent positive engagement with their peers</b>. For example, they might show interest in other students' answers or work.</li> </ul>	<ul style="list-style-type: none"> <li>Interactions between teacher and students demonstrate a positive rapport and mutual respect<sup>40</sup>.</li> <li>Students are invested in their work and value academic success<sup>41</sup>.</li> <li>The classroom is a safe environment for students to take on challenges and risk failure<sup>42</sup>.</li> <li>High expectations<sup>43</sup> are communicated for <b>every</b> student.</li> <li>Students take ownership of work and are active participants in class work and discussions.</li> </ul>	<ul style="list-style-type: none"> <li><b>Some</b> interactions between teacher and students demonstrate a positive rapport and mutual respect while other interactions demonstrate a lack of support/respect.</li> <li>Students are <b>generally</b> engaged in their work but are <b>not highly</b> invested in it.<sup>44</sup></li> <li><b>Some</b> students are willing to take academic risks, but others may not be<sup>45</sup>.</li> <li>High expectations are communicated for <b>some</b> students.</li> <li>Students take ownership of work and participate in class <b>only when</b> teacher encourages them.</li> </ul>	<ul style="list-style-type: none"> <li><b>Little to no</b> interactions between teacher and students demonstrate a positive rapport and mutual respect.</li> <li>Students are <b>not</b> engaged nor invested in their work.</li> <li>Students are <b>not</b> willing to take academic risks.</li> <li>Student interests and opinions are <b>not</b> sought out and/or <b>not</b> respected.</li> <li>Expectations are <b>low</b> or are <b>not</b> communicated.</li> <li>Student engagement or participation is <b>low</b>.</li> </ul>

<sup>40</sup> This may include the teacher seeking out and respecting a variety of student opinions and interests.

<sup>41</sup> Examples include, but are not limited to, students working hard, remaining focused on learning without frequent reminders, and persevering through challenges.

<sup>42</sup> Examples may include, but are not limited to, students being eager to answer questions, feeling comfortable asking the teacher for help, and not responding negatively when a peer answers a question incorrectly.

<sup>43</sup> High expectations include academic and behavioral expectations.

<sup>44</sup> Students might spend significant time off-task or require frequent reminders; students might give up easily; or the teacher might communicate messages about the importance of the work, but there is little evidence that students have internalized them.

<sup>45</sup> Some students might be reluctant to answer questions or take on challenging assignments; some students might be hesitant to ask the teacher for help even when they need it; or some students might occasionally respond negatively when a peer answers a question incorrectly.

TEACH				
T9	4 HIGHLY EFFECTIVE	3 EFFECTIVE	2 DEVELOPING	1 INEFFECTIVE
<p><b>TEACH 9. Reinforce positive behavior, redirect off-task behavior, and de-escalate challenging behavior</b></p> <p>This means...</p> <ul style="list-style-type: none"> <li>Behavioral expectations are clear to students</li> <li>Positive behavior is reinforced</li> <li>Off-task behavior is redirected</li> <li>Challenging behavior is de-escalated</li> <li>Students are held accountable to high behavioral expectations</li> </ul>	<p>In addition to all of the elements in Level 3, Level 4 includes:</p> <ul style="list-style-type: none"> <li>Behavioral expectations <b>are clear</b> to <b>all</b> students and there is little to <b>no</b> evidence of off-task behavior in the classroom.</li> <li>Students <b>lead conversations</b> regarding behavior and they self-manage and monitor their peers.</li> <li>Expectations for student behavior are so <b>clearly understood</b> that there is little, if any need to continuously refer to them.</li> </ul>	<ul style="list-style-type: none"> <li>Behavioral expectations are clear to <b>most</b> students resulting in only <b>occasional</b> off-task behavior.</li> <li>Positive behavior is reinforced and promoted<sup>46</sup>.</li> <li>Off-task behavior is <b>redirected</b> in a manner that solves the issue and <b>maximizes</b> instructional time.</li> <li>Challenging behavior is de-escalated with <b>little</b> interruption to instructional time.</li> <li>High expectations for student behavior are apparent <b>and</b> students are held accountable for meeting those expectations.</li> </ul>	<ul style="list-style-type: none"> <li>Behavioral expectations <b>may be unclear or inconsistent</b> resulting in <b>frequent</b> off-task behavior in the classroom.</li> <li>Positive behavior is <b>acknowledged</b> but <b>not</b> reinforced and/or encouraged.</li> <li>Off-task behavior is <b>redirected</b> in a manner that <b>may not</b> solve the issue and/or interrupts <b>some</b> instructional time.</li> <li>Challenging behavior is de-escalated with <b>some</b> interruption to instructional time.</li> <li>High expectations for student behavior are apparent.</li> </ul>	<ul style="list-style-type: none"> <li>There are <b>no clear</b> or consistent behavioral expectations established in the classroom.</li> <li>Positive behavior is <b>not</b> acknowledged.</li> <li>Off-task behavior is <b>not redirected</b> in a manner that solves the issue and/or <b>significantly</b> interrupts instructional time.</li> <li>Challenging behavior causes <b>significant</b> interruption to instructional time.</li> <li>Expectations for student behavior are <b>low</b> or are <b>not</b> communicated.</li> <li>Student misbehavior, disruptions, or off-task behavior is <b>not</b> addressed or redirected.</li> </ul>

<sup>46</sup> Positive reinforcements can include rewards (i.e., calls home, stickers, raffle tickets, notes, etc.) or verbal praise. For teachers who have a strong culture and do not use tangible rewards, positive reinforcement can be more subtle.

REFLECT AND ADJUST				
RA 1	4 HIGHLY EFFECTIVE	3 EFFECTIVE	2 DEVELOPING	1 INEFFECTIVE
<p><b>RA: 1. Analyze student progress</b></p> <p>This means....</p> <ul style="list-style-type: none"> <li>Multiple aspects of students progress are analyzed</li> <li>Accurate descriptions of student performance are provided</li> <li>Data organized and easily accessible to multiple stakeholders</li> <li>Analysis of data is timely</li> </ul>	<p>In addition to all of the elements in Level 3, Level 4 includes:</p> <ul style="list-style-type: none"> <li>Teacher <b>proactively leads</b> data analysis with colleagues and offers positive suggestions.</li> <li>Teacher <b>critically examines</b> the utility of assessments relative to the type of data they provide and whether or not that data is informative for modifying instruction.</li> <li>When appropriate, teacher <b>proactively offers alternative assessments</b> that will yield more useful data relative to instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of student data includes the use of assessments that measure <b>many</b> aspects of student progress<sup>47</sup>.</li> <li>Analysis of data provides an accurate description of currently levels of student progress.</li> <li>Data is <b>easily</b> accessible to teacher, students, and families, and is <b>organized</b>.</li> <li><b>Timely</b> analysis of data<sup>48</sup> occurs after assessment is given and results are determined.</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of student data includes the use of assessments that measure <b>one to two</b> aspects of student progress.</li> <li>Analysis of data provides a description of currently levels of student progress but the description <b>may not be</b> accurate.</li> <li>Data is accessible to teacher, students, and families, but <b>may not</b> be organized.</li> <li>Analysis of data occurs <b>too late</b> for results to be helpful to students.</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of student data <b>does not</b> include the use of assessments that measure additional aspects of student progress.</li> <li>Analysis of data <b>does not provide</b> an accurate description of currently levels of student progress.</li> <li>Data is <b>not</b> accessible to teacher, students, and families, and/or <b>not</b> organized.</li> <li>Analysis of data does <b>not occur after</b> assessment is given and results are determined.</li> </ul>

<sup>47</sup> Aspects of student progress can include areas such as critical thinking, behavior, attendance, and mastery of content knowledge.

<sup>48</sup> Examples of data analysis can include identifying trends, item analysis, identifying areas for re-teaching.

REFLECT AND ADJUST				
RA 2	4 HIGHLY EFFECTIVE	3 EFFECTIVE	2 DEVELOPING	1 INEFFECTIVE
<p><b>RA 2. Modify instruction in response to data</b></p> <p>This means...</p> <ul style="list-style-type: none"> <li>• Daily instruction and long-term plans are modified as a direct result of data</li> <li>• Re-teaching meets group and individual needs</li> <li>• Skills and concepts are spiraled as necessary</li> <li>• Intervention is targeted and strategically designed based on data results</li> </ul>	<p>In addition to all of the elements in Level 3, Level 4 includes:</p> <ul style="list-style-type: none"> <li>• Opportunities for students to <b>self-manage on-going practice of a skill</b> are provided in addition to formal re-teaching.<sup>49</sup></li> <li>• Teacher <b>actively seeks feedback</b> from peers and makes adjustments to instruction as a result.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily instruction<sup>50</sup> is <b>routinely</b> modified based on results of data, when needed.<sup>51</sup></li> <li>• Long-term plans are <b>routinely</b> adjusted to accommodate re-teaching.</li> <li>• Re-teaching meets the needs of individuals and groups in order to ensure student progress<sup>52</sup>.</li> <li>• Skills and concepts are spiraled<sup>53</sup> to ensure maintenance of knowledge.</li> <li>• Intervention is <b>targeted</b> and <b>strategically</b> designed based on deficiencies in skills or knowledge as identified by data results.<sup>54</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Instruction is <b>infrequently</b><sup>55</sup> modified based on results of data, when needed or changes in instruction occur but they are not based on data.</li> <li>• Long-term plans are <b>infrequently</b> adjusted to accommodate re-teaching.</li> <li>• An attempt is made at re-teaching but it <b>does not</b> meet the needs<sup>56</sup> of individuals and/or groups.</li> <li>• An <b>attempt</b> is made to provide students with an intervention when knowledge of skills and concepts are deficient; however, the attempt is an <b>isolated event</b> and maintenance of knowledge <b>does not</b> occur.</li> </ul>	<ul style="list-style-type: none"> <li>• Instruction is <b>not</b> modified based on results of data, when needed.</li> <li>• Long-term plans are <b>not</b> adjusted to accommodate re-teaching.</li> <li>• <b>No</b> attempt is made to re-teach.</li> <li>• <b>No</b> attempt is made to intervene when students' knowledge of skills and concepts are deficient.</li> </ul>

<sup>49</sup> An example of an opportunity can include stations that focus on different skills or standards that students can go to when they finished their assignments.

<sup>50</sup> Adjustments to instruction can include instructional activities, student placement in flexible groups, scaffolding, increased work time, or resources used.

<sup>51</sup> Multiple pieces of classroom data are used including formative and summative classroom-based data.

<sup>52</sup> Student progress is defined by progress towards mastery of lesson objectives, interim goals, and annual goals.

<sup>53</sup> Once students have mastered an objective, there may be instances in which students demonstrate mastery at one point in time, but data reveals mastery is not maintained over time. In these cases, teachers should identify ways to revisit content to ensure maintenance of knowledge and skills.

<sup>54</sup> Interventions for students, who are deficient with certain skills and concepts, should occur daily. Formative assessments should be used to determine deficiencies.

<sup>55</sup> An example of infrequently modifying instruction based on data is when only benchmark assessments are used to modify instruction without considering more frequent assessment measures.

<sup>56</sup> An unsuccessful attempt at re-teaching can be the result of re-teaching in the same manner content was originally taught and/or a lack of understanding of why the first attempt was unsuccessful.

# Instructional Rubric

REFLECT AND ADJUST				
RA 3	4 HIGHLY EFFECTIVE	3 EFFECTIVE	2 DEVELOPING	1 INEFFECTIVE
<p><b>RA 3. Assess and refine classroom space and culture</b></p> <p>This means...</p> <ul style="list-style-type: none"> <li>• Student input is included in an assessment of classroom space and culture</li> <li>• Timely adjustments are made to support a positive learning environment</li> </ul>	<p>In addition to all of the elements in Level 3, Level 4 includes:</p> <ul style="list-style-type: none"> <li>• Students have the opportunity to <b>formally reflect</b> on the classroom culture.<sup>57</sup></li> <li>• Teacher <b>models and provides appropriate structure</b> for students to lead conversations about classroom culture.</li> </ul>	<ul style="list-style-type: none"> <li>• An assessment for classroom culture and space includes student input and is developed and used several times throughout the year.<sup>58</sup></li> <li>• Based upon assessment results, <b>timely</b> adjustments are made to culture and space in order to support a progression towards a positive culture and learning environment<sup>59</sup>.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom culture and space is only <b>informally</b> assessed.</li> <li>• Adjustments made to culture and space <b>does not</b> support progression towards a positive culture and learning environment and/or adjustments are <b>not</b> timely.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom culture and space <b>is not</b> assessed.</li> <li>• Adjustments to culture and space are <b>not made</b>.</li> </ul>

<sup>57</sup> Examples include classroom community discussion or a culture comment box.

<sup>58</sup> Assessing classroom culture should include multiple factors such as student motivation, behavior management, relationships with individuals and groups, student leadership, student autonomy, and student-to-student interactions.

<sup>59</sup> Informal adjustments to classroom culture and space should occur as needed.

REFLECT AND ADJUST				
RA4	4 HIGHLY EFFECTIVE	3 EFFECTIVE	2 DEVELOPING	1 INEFFECTIVE
<p><b>RA 4. Partner with students and families to reflect on students' progress</b></p> <p>This means...</p> <ul style="list-style-type: none"> <li>Teachers use multiple mechanisms to communicate data to stakeholders</li> <li>Students receive specific, constructive feedback</li> <li>Students articulate their own progress, strengths and areas for growth based on data</li> <li>Students reflect on feedback provided and develop actions steps for moving forward</li> <li>Families are given opportunities to reflect on data and take action</li> </ul>	<p>In addition to all of the elements in Level 3, Level 4 includes:</p> <ul style="list-style-type: none"> <li>Families can <b>articulate students' progress</b><sup>60</sup> using data as a reference.</li> <li>Families, students, and teacher <b>engage in discussions</b> about students' strengths and areas of growth and create an action plan to support students.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher uses <b>multiple</b> mechanisms to communicate data to stakeholders.<sup>61</sup></li> <li><b>Almost all</b> students can articulate their own progress, strengths, and areas of growth using data as a reference.</li> <li>Students can <b>clearly</b> articulate actions steps they can take to move forward using data as reference.</li> <li>Students are given the opportunity to reflect on feedback after data is shared.</li> <li>Families are provided with opportunities to reflect and take actions after they receive student progress data.<sup>62</sup></li> <li>Students receive constructive feedback in a <b>timely manner</b>.<sup>63</sup></li> </ul>	<ul style="list-style-type: none"> <li>Teacher <b>only</b> communicates data to a <b>selected</b> group of stakeholders.</li> <li><b>Some</b> students can articulate their own progress, strengths, and areas of growth using data as a reference.</li> <li>Students have <b>difficulty</b> articulating the action steps they can take to move forward.</li> <li>Students are <b>not</b> given the opportunity to reflect on feedback after data is shared.</li> <li>Families are provided with opportunities to reflect on student progress data <b>but</b> not opportunity for action is provided.</li> <li>Feedback to students is provided but it <b>does not</b> describe specific areas of growth or is <b>not</b> given in a timely manner.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher <b>does not</b> communicate data to stakeholders.</li> <li><b>Few</b> students can articulate their own progress, strengths, and areas of growth using data as a reference.</li> <li>Students <b>cannot</b> articulate action steps they can take to move forward.</li> <li>Students are <b>not</b> provided with feedback.</li> <li>Families <b>not</b> are provided with opportunities to reflect and take actions after they receive student progress data.</li> <li>Feedback is <b>not</b> provided to students.</li> </ul>

<sup>60</sup> Student progress includes areas like academics, behavior, and attendance.

<sup>61</sup> For stakeholder groups like parents and the community, data may be mailed or displayed on a bulletin board. For students, data can be posted in the classroom in a manner that is accessible to them. Appropriate confidentiality is maintained at all times according to policy.

<sup>62</sup> Teachers may provide families and students with a structure for reflecting on progress data and ideas for taking action like a template for an "at-home action plan for student achievement" or a log to use for a family reading hour.

<sup>63</sup> Constructive feedback informs students of their strengths and detailed areas of growth.