**Activating Strategy Rubric**

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| **Criteria/Rating** | **Not Complying** | **Complying** | **Quality** |
| **Selection of Strategy**  Students learn better when they know where they are going and have linked this information to prior knowledge or past experiences. | There is no Activating Strategy planned to link to prior knowledge or build background knowledge.  The teacher has no plans in place for previewing vocabulary.  If there is an Activating Strategy planned, it does not relate to the current lesson. | The Activating Strategy either activates prior knowledge or builds background knowledge.  The Activating Strategy is connected to the Lesson Essential Question or to the lesson topic.  The teacher previews key vocabulary, but the strategy may not be research-based. | The teacher demonstrates a clear understanding of the purpose of an Activating Strategy and selects an appropriate strategy to activate prior knowledge and build background knowledge.  The Activating Strategy makes a strong connection to the Lesson Essential Question and naturally serves as an Advance Organizer for the content of the lesson.  The teacher utilizes research-based strategies to preview key vocabulary. |
| **Time Management**  Allocate time for Activating Strategies at the beginning of the lesson. | If an Activating Strategy is used at all, the teacher uses either almost no time (0 – 5%) or far too much time (20+%) of the total lesson instructional time. | The teacher allocates 5% - 10% of the lesson instructional time for the Activating Strategy.  Time is spent efficiently and effectively. | The teacher allocates 5% - 10% of instruction time at the beginning of the lesson for the Activating Strategy, with time spent efficiently and effectively.  The teacher “reactivates” student thinking about the lesson topic on subsequent days of the lesson. |
| **Student Motivation**  A key factor of student engagement is to develop activities that link to prior knowledge. | Students actively participating are selected at random or on a volunteer basis only. | All students are motivated and actively engaged during most of the time allocated for the Activating Strategy. | Through discussion, questioning and the use of Graphic Organizers or other Activating Strategies, all students are motivated and actively engaged. |
| **Vocabulary Preview** | There is no preview of key vocabulary. | Vocabulary is presented with a visual representation, but may lack organization or grouping. | Key vocabulary is introduced prior to the lesson using a research-based vocabulary strategy that engages students in word study.  The classroom is organized in a way that connects vocabulary relationships. |

**Assessment Prompt Rubric**

**The High Performance Learning-Focused Lesson Plan  
Page 2 of 2**

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| --- | --- | --- | --- |
| **Criteria/ Rating** | **Non Complying** | **Complying** | **Quality** |
| **Planning**  It takes time and thoughtful reflection to plan learning tasks and develop questions to be used during a lesson. | Assessment Prompts are not reflected on the lesson plan. | The teacher plans most lessons with Assessment Prompts in the form of questions and tasks to check for understanding at strategic points in most lessons.  The Assessment Prompt questions and learning tasks are planned to guide student progress toward answering the Lesson Essential Question. | The teacher consistently plans all lessons with Assessment Prompts in the form of questions, prompts, or tasks to check for understanding at strategic points in the lesson.  The Assessment Prompt questions and learning tasks are planned to clearly guide and assess student progress toward answering the Lesson Essential Question. |
| **Implementing**  Once Assessment Prompts have been developed and tasks created to gauge student learning, teachers use the questions and tasks throughout the lesson checking for student understanding. | The teacher does not use Assessment Prompts to check for understanding at strategic points in the lesson.  The teacher does not check that students understand the content at higher levels. | The teacher uses Assessment Prompts throughout the lesson at appropriate times.  The teacher checks for understanding at higher levels by asking pertinent Higher Order Thinking questions but may not scaffold the questions to make them accessible to all students.  The teacher uses a variety of assessment methods to gather evidence of learning throughout the lesson. | The teacher consistently utilizes Assessment Prompts to check for understanding at strategic points in the lesson and to gather accurate data of student understanding.  The teacher always gains enough information from Assessment Prompts to modify Learning Activities accordingly.  The teacher consistently checks for understanding at higher levels by asking pertinent Higher Order Thinking questions and scaffolds the questions to make them accessible to all students.  The teacher consistently uses a variety of assessment methods (written, oral, visual, show me) to gather evidence of learning throughout the lesson.  The teacher uses wait time effectively, both after posing a question and before helping students think through a response. |
| **Effectiveness/ Results**  Once the tasks and questions have been utilized, it is necessary to reflect on student responses to guide future instruction. | The teacher does not use results of Assessment Prompts to guide future instruction. | The teacher assesses student mastery of Assessment Prompts to diagnose areas of student misunderstanding to modify Learning Activities. | The teacher systematically assesses every student’s mastery of Assessment Prompts and diagnoses areas of student misunderstanding to modify Learning Activities. |

**Collaborative Pairs Rubric**

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| **Criteria/ Rating** | **Not Complying** | **Complying** | **Quality** |
| **Planning** | The lesson plan does not include when, where and how collaborative pairs will be used during the lesson. | The lesson plan includes when, where, and how collaborative pairs will be used during the lesson.  Questions and prompts for pairs are detailed in the lesson plan.  A variety of types of collaborative pairs strategies are incorporated in lessons. | The lesson plan consistently details when, where and how collaborative pairs will be used throughout the lesson.  Specific questions and prompts for pairs are designed to promote thoughtful responses and Numbered Heads are used to promote individual accountability for listening and responding. Questions are often higher order thinking questions.  Collaborative pairs strategies are purposefully selected to align to Learning Goals and Levels of Learning. |
| **Implementing** | The classroom arrangement is not conducive for collaborative pairs.  The teacher does not allow time for students to reflect on and discuss their new knowledge with a partner.  Only volunteers are called on to respond to questions.  The teacher does not provide opportunities during the lesson for students to work in collaborative pairs before working independently. | The teacher arranges the classroom so it is conducive for collaborative pairs.  The teacher has established expectations and routines to support effective use of collaborative pairs.  The teacher provides opportunities during the lesson for partners to respond to questions, summarize, and practice with a partner.  The teacher monitors partners’ writing and conversations. | The teacher arranges the classroom so it is conducive for collaborative pairs, and students know how to quickly form pairs.  The teacher has established clear expectations and routines that promote efficient and productive conversations between partners. Students clearly understand the purpose of collaborative conversations in supporting learning.  The teacher consistently provides multiple opportunities during the lesson for students to use collaborative pairs to respond to questions, for distributed summarizing and distributed practice prior to independent work.  The teacher carefully monitors thinking/conversations/  writing and uses responses to inform instruction. |

**Classroom Learning Environment Rubric**

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| **Criteria/ Rating** | **Not Complying** | **Complying** | **Quality** |
| **Lesson Essential Question** | Lesson Essential Question is not displayed or is so small that it is not useful for students.  Key vocabulary of the question has not been identified. | Lesson Essential Question is displayed in a consistent location at the front of the room and or in a designated subject/course location where it can be used to introduce the lesson and be easily referred to throughout the lesson.  Lesson Essential Question is large enough to be seen by all students. Key vocabulary is highlighted. | Lesson Essential Question is displayed in a consistent location at the front of the room or in a designated subject/course location where it can be used to introduce the lesson and be easily referred to throughout the lesson.  Lesson Essential Question is written in student appropriate language. Key vocabulary is highlighted and emphasized. |
| **Content Vocabulary Displays** | Vocabulary is not posted by content or it is not relevant to the current lesson. | Vocabulary is posted for current content but is not visually organized so that students can easily make connections among the terms/concepts.  Words may not be large enough to be seen by all students. | Vocabulary represents current content, is visually organized by concept, and includes examples and visuals.  Students can easily visualize connections among terms/concepts.  Terms/concepts are located in a subject specific area and can be easily seen and used by all students. |
| **Anchor Charts** | Classroom visuals are distracting and do not support learning. | Anchor Charts are displayed but lack purpose and are not being used to facilitate learning.  There are numerous Anchor Charts and students struggle to find the one they need. | Anchor Charts are created with students and are referred to and used throughout instruction.  Current Anchor Charts are displayed in a prominent location organized by subject and can be easily viewed and used by all students.  Previous charts are archived in a location where students can still access them.  The room is free of visuals that do not support current learning expectations. |
| **Student Work Displays** | Student work is not posted. | Student work is posted but does not reflect current content.  Determining the purpose of the work is difficult since the displays are missing the date, standard(s), Lesson Essential Question, rubric, Graphic Organizer and drafts. | Posted student work reflects the most recent Assignment.  There is a clear alignment to the Learning Goals and displays include the date, standard(s), Lesson Essential Question, rubric, Graphic Organizer and drafts. |
| **Furniture** | Desks are arranged in a way that is not conducive to partner collaboration.  The guided work table, if present, is cluttered, messy, and does not have learning supports. | Student desks are arranged for student collaboration, but the arrangement is awkward and some students may have their backs to the area where instruction takes place.  The guided work table (if applicable) is positioned so that students may become distracted and have difficulty focusing on the instruction. | Student desks are arranged for pair and group collaboration.  The guided work table (if applicable) is positioned so students are facing a wall or bulletin board that displays current Anchor Charts.  The position of the table minimizes distractions. |

**Grade Level Assignment Rubric**

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| **Criteria/Rating** | **Not Complying** | **Complying** | **Quality** |
| **Alignment to Content Standards** | The assignment is loosely based on the academic topic but is “busy” or “fun” work without alignment to standards.    There is a gap between the assignment and grade level expectations of what students should know, understand and be able to do. | The assignment focuses on academic content and is aligned to standards.    The assignment aligns to grade level expectations of what students should know, understand and be able to do. | The assignment focuses on academic content and is directly aligned to the specific content standards being addressed in a way that requires mental engagement by students.    The assignment is clearly aligned to grade-level expectations of what students should know, understand and be able to do. |
| **Alignment to Writing Standards** | Students write only on fill-in-the-blank and other types of premade worksheets rather than formulating their own sentences and paragraphs. | The assignment is aligned to grade-level writing standards, but focuses more on conventions than on a particular writing application.  If a worksheet is used, it has students writing some connected sentences. | The assignment is clearly aligned to grade-level writing standards incorporating a writing application that is appropriate to the particular content standard being addressed. |
| **Purpose** | The purpose of the assignment and the alignment to instructional goals are not clearly articulated. | The teacher knows and clearly explains to students the purpose and value of the assignment. | Both the teacher and students can clearly articulate the academic purpose of the assignment and how it supports the learning of important knowledge, understandings or skills. |
| **Rigor** | The assignment only requires students to replicate what was done in a lesson and requires little or no thinking by students to complete successfully. | The assignment goes beyond review/recall to application, but is not a higher level assignment specifically incorporating a Higher Order Thinking strategy or reading comprehension strategy. | The assignment requires students to use new knowledge along with a Higher Order Thinking strategy, an authentic learning thinking process, or a reading comprehension strategy.  The rigor of the assignment matches that required by state assessments. |
| **Clarity** | The assignment is not clearly explained by the teacher or in writing, and multiple students have questions before being able to successfully complete it. | The written description of the assignment is clear, but there are no other resources that describe the criteria for success (rubric, exemplars, etc.). | Expectations of student performance on the assignment are clearly described in the language of the assignment, through rubrics that define quality, and through exemplars of quality work. |

**Graphic Organizer Rubric**

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| **Criteria/Rating** | **Not Complying** | **Complying** | **Quality** |
| **Choice of Organizer**  Graphic Organizers guide student thinking about the content of the lesson. | The teacher does not choose and complete an appropriate Graphic Organizer when planning, so students have difficulty using a Graphic Organizer.  No Graphic Organizer is used in the lesson. | The Graphic Organizer is selected to guide student thinking and has an obvious connection to the lesson. | The Graphic Organizer is purposefully selected to guide student thinking.  There is an obvious link between the Graphic Organizer and the learning objective stated in the Lesson Essential Question to a comprehension strategy or to a Higher Order Thinking strategy. |
| **Teacher Use**  Graphic Organizers produce learning effects that are substantial and long lasting. | The teacher does not teach from or use Graphic Organizers. | The teacher plans which Graphic Organizer to use, and students understand how it helps to organize content and that they will need to use it again in some way. | The teacher plans which Graphic Organizer to use in the lesson to illustrate, explain, and summarize content across a lesson or lessons and to assist students with organizing ideas. |
| **Student Use**  Graphic Organizers help students comprehend information through visual representation of concepts, ideas and relationships. | When students fill in information on a Graphic Organizer, they do not understand why they are using a Graphic Organizer or how it helps them. | The teacher has students use a Graphic Organizer when acquiring information and students use the completed Graphic Organizer again in some way.  Students understand why they are using a particular type of Graphic Organizer and often can choose an appropriate Graphic Organizer themselves. | The teacher has students use a Graphic Organizer when acquiring information (for structured note-taking, to guide reading, to guide steps for a process) and students use the completed Graphic Organizer to carry out a task (summarize, higher order thinking, study, answer questions, complete an assignment, write).  Students understand why they are using a particular type of Graphic Organizer and often can choose an appropriate Graphic Organizer themselves. |

**Learning Activities Rubric**

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| **Criteria/Rating** | **Not Complying** | **Complying** | **Quality** |
| **Alignment to Learning Goals** | Learning Activities are randomly selected and not aligned to the Learning Goals established for the lesson.  Learning Activities are not logically sequenced or do not progress in complexity so students are prepared to complete the lesson Assignment. | Learning Activities are aligned to the Learning Goals of the lesson.  Learning Activities are logically sequenced and prepare most students for completing the lesson Assignment. | Learning Activities are intentionally selected to align to the cognitive level of each of the Learning Goals of the lesson.  Learning Activities are logically sequenced by Levels of Learning. By the end of the lesson students are working at Levels 3 or 4 and are prepared for successfully completing a rigorous Level 3 or 4 Assignment. |
| **Engagement** | Teacher talk or lecture is the predominant type of Learning Activity.  Students often complete worksheets or other low level tasks.  Opportunities to discuss learning with a partner are infrequent.  Students sit for extended periods. | Lectures are broken into short segments with opportunities for students to process information between segments.  Students are engaged in activities that require thinking.  Numbered Heads are used to build opportunities for students to discuss the content they are learning and respond to questions.  Purposeful movement is built into Learning Activities. | The lesson is chunked so students have frequent opportunities to summarize, discuss content, respond to questions, write, and demonstrate skills with a collaborative partner throughout the lesson.  Learning Activities are designed to promote higher order thinking, active involvement, and application of learning. A variety of types of learning experiences are used within and across Learning Activities, including writing.  A variety of types of Collaborative Pairs activities are planned and used purposefully to engage students.  Activities are planned to provide movement that enhances engagement while deepening understanding of content. |
| **Distributed Summarizing and Practice** | Students rarely write during lessons.  Students do not receive opportunities for distributed practice before being asked to demonstrate new skills independently. | Students are given opportunities to complete summary point writing tasks during Learning Activities.  When learning new skills, students have opportunities for distributed practice with feedback. | Students are given frequent, planned opportunities to think, talk, and write to learn throughout the Learning Activity. The responses are used as distributed formative  When learning new skills, students have opportunities for collaborative, distributed practice with feedback such as Pairs Checking. |
| **Questioning** | Questions posed during Learning Activities are not planned and tend to be low level.  The teacher gets only volunteers’ answers/feedback or does not systematically ensure that every student answers at some point.  The teacher does not modify instruction based on feedback. | Questions are detailed in the lesson plan.  The teacher gathers informal feedback at least from every collaborative pair at some point during the lesson.  The teacher uses feedback to modify instruction. | Questions that promote higher order thinking are detailed in the lesson plan.  The teacher gathers informal feedback from every student several times during the lesson as formative assessment.  Answers gauge level of student understanding to that point in the lesson and the teacher uses feedback to modify instruction as needed. |

**Learning Goals Rubric**

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| **Criteria/Rating** | **Not Complying** | **Complying** | **Quality** |
| **Alignment to Standards**  The decision on what students are to know and be able to do as a result of the lesson is driven by the standards. | The teacher chooses what students need to learn based on a textbook, a program or an individual preference or does not determine Learning Goals. | Learning Goals are developed from, and are aligned to, standards. They typically define what students will know and will be able to do versus activities. | Learning Goals are developed directly from standards and represent targeted knowledge and skills rather than activities.  Learning Goals are written with a clear match between standards and what students should know and be able to do by the end of the lesson.  The Learning Goals include the appropriate level of rigor from grade-level standards. |
| **Clarity**  Lessons and assessments are all dependent on well-developed Learning Goals that are clear, specific, and concise. | Learning Goals are directly copied word for word from the standards without an attempt to clearly describe learning expectations. | Learning Goals are clearly written and are correctly classified as knowledge or skills. | What students will know and will be able to do are clearly stated - there is no question as to what students will learn in the lesson.  Learning Goals are logically sequenced.  There is a clear, smooth connection and flow among the Learning Goals. |
| **Use**  Developing clear Learning Goals is essential to developing quality Lesson Essential Questions, Assignments, Lesson Instruction, and assessments. | Learning Goals are not used to plan lessons or to determine assignments, instruction, or assessments. | Lesson Essential Questions and most other lesson decisions, including Assignments, are aligned to the Learning Goals.  Most assessments are clearly aligned to Learning Goals. | Lesson Essential Questions and all other lesson decisions, including Assignments, are aligned to Learning Goals.  There is evidence that Learning Goals are being used to develop all assessments, as a tool for tracking student progress toward Learning Goals, and as a tool for developing differentiated Assignments. |

**Lesson Essential Questions Rubric**

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| **Criteria/Rating** | **Not Complying** | **Complying** | **Quality** |
| **Use as a Standards-Based Instructional Tool** | Lesson Essential Question is not developed or used in the lesson.    Students are not prompted to consider the question and its relationship to standards as the lesson progresses. | Lesson Essential Question relates to lesson concept but may not have a direct correlation to standards.    Lesson Essential Question is referred to at the beginning of lesson and at least somewhat motivates/gets the interest of students.    Students are prompted to refer back to the question at least twice while the lesson is being taught. | Lesson Essential Question is driven by standards and clearly focuses on important ideas of the standards and what the lesson is going to teach.    Lesson Essential Question is introduced in a way that engages students and is referred to throughout the lesson to reinforce and connect parts of the lesson and the concept under study.    Students are prompted through ongoing formative assessment to answer parts of the question as they move through the lesson. |
| **Use as a Strategy for Student Awareness** | Lesson Essential Question is not posted, or it is posted but not visible to all students.    Students are not aware that they will be expected to use or answer the question during or after the lesson. | Lesson Essential Question is posted for the current lesson and can be seen by all students.    Students are asked to think about a response to the question but do not discuss where the lesson may take them. | Lesson Essential Question is posted in a designated place as the lesson begins, and its connection and relevance are discussed.    A Lesson Essential Question is provided to students at beginning of each lesson and referenced throughout the lesson.    Class discussion makes sure students understand the question, and they use it to guide their summarizing when completing the Assignment. |
| **Use as a Formative Assessment Tool** | Students are not asked to respond to the Lesson Essential Question at appropriate checkpoints during the lesson or at the end. | Lesson Essential Question is used for formative assessment at the end of the lesson but not as a guide to the Assignment.    Students respond to quick checks throughout the lesson to assess understanding. | Lesson Essential Question is used as basis for formative assessment of student learning at the end of the lesson to guide the Assignment.    Assessment Prompts based on the Lesson Essential Question are posed throughout the lesson to gather data on student understanding. |
| **Use as a Vocabulary Instruction Tool** | Key vocabulary in the Essential Question or related to the question is not discussed or emphasized. | Key vocabulary in the Lesson Essential Question is discussed. | The teacher emphasizes the key vocabulary in the Lesson Essential Question through underlining, highlighting or annotating or by displaying key vocabulary with the question as it is introduced. Students are prompted to use key vocabulary as they discuss and respond to the question during the lesson. |

**Poverty Rubric**

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| **Criteria/**  **Rating** | **Not Complying** | **Complying** | **Quality** |
| **Relationships** | The teacher does not communicate personal interest in students and rarely interacts with students.  Lessons are not designed to support a safe learning environment.  Students are not given opportunities to collaborate or support each other. | The teacher communicates interest in each student as an individual.  The teacher creates a safe learning environment  by planning lessons that build in complexity. Students generally collaborate and support each other. | The teacher communicates genuine interest in each student as an individual and uses knowledge of students’ interests to make personal connections during lessons.  The teacher creates a safe learning environment by starting lessons with what students know, sequencing lessons so they build in complexity, and creating a collaborative classroom culture in which students support each other. |
| **Environment** | The classroom does not have clearly defined spaces where students can easily access learning support.  The classroom has clutter and displays that are distracting to students.  There are no visuals displayed to support learning or so many visuals that students cannot easily locate information on current content.  Student work is not displayed.  Students always work in isolation from each other. | The classroom is organized to support learning with clearly defined spaces for different content areas.  The classroom is free of clutter and has very few visual distractions.  Most displays focus on current content.  Student work is displayed to validate achievement and create a learning community.  Students are given multiple opportunities to collaborate. | The classroom is organized to support learning with clearly defined spaces for different content areas that help students locate and remember information.  The classroom is free of clutter and visual distractions.  Advance Organizers such as Student Learning Maps, Word walls, anchor charts and other visual tools are displayed and used to support learning of current content.  Authentic student work is displayed to validate achievement and create a learning community.  The teacher creates a collaborative climate in which students learn together and provide mutual support. |
| **Engaging Lessons** | Lessons are not planned or do not incorporate engagement strategies such as activating strategies, collaborative pairs, graphic organizers, or summarizing strategies. Students often listen to lengthy lectures with no active involvement.  Questions focus on recall of specific facts with right or wrong answers. There are not opportunities to rehearse answers before being called on.  Assignments are often worksheets or other low level tasks.  Lessons do not provide opportunities for movement. | The Learning-Focused Lesson framework is used to plan for and provide engagement through most of the lesson.  Questions are higher order and open-ended. Students are usually given opportunities to respond to a partner or write a response before sharing with the class.  Most assignments are authentic and relevant.  Lessons provide some opportunities for movement to enhance engagement and deepen understanding of content. | The Learning-Focused Lesson framework is used to plan for and provide engagement throughout the lesson.  Many open-ended, higher order thinking questions are used to provoke interest and encourage a variety of responses and viewpoints. Students always have opportunities to answer to a partner or write an answer before responding in front of the class.  Authentic, relevant assignments are provided and students often have a choice in how to demonstrate understanding.  Lessons are planned to provide opportunities for movement that enhance engagement while deepening understanding of content |
| **Influences**  **Attitudes** | The teacher establishes below grade-level learning goals.  The lesson does not build in complexity as it progresses.  Students rarely receive feedback before being graded on their performance. | The teacher establishes grade-level learning goals.  The lesson is sequenced to create early success and builds to more challenging activities.  The teacher provides feedback so students can improve their performance before being graded. | The teacher establishes grade-level learning goals while communicating the expectation that students will be successful.  The lesson is sequenced to create early success and builds to more challenging activities.  The teacher provides effective feedback throughout lessons to build student success with opportunities for students to use feedback to improve before being graded. |
| **Builds Cognitive Capacity** | The teacher does not plan or use strategies and tools to support working memory.  The student does not receive explicit instruction or other support in using higher order thinking strategies.  Students receive no vocabulary instruction or vocabulary work focuses on copying dictionary definitions and writing sentences.  Students rarely write during lessons. | The teacher uses strategies and tools to support working memory.  Students receive explicit instruction prior to using higher order thinking strategies independently. Some resources are provided.  Vocabulary is previewed before the lesson, emphasized during the lesson, and reinforced at the end of the lesson using research-based strategies. Interactive word walls are used.  Students are given opportunities to complete summary point writing tasks during Learning Activities. | The teacher uses multiple strategies and tools to support working memory such as visuals, mnemonics, and distributed summarizing  The teacher explicitly teaches higher order thinking strategies before expecting students to use them independently. The vocabulary, graphic organizer and steps in the process are available to support students.  The teacher builds vocabulary knowledge throughout every lesson using research-based strategies. Ongoing vocabulary development Is supported with interactive word walls, vocabulary notebooks and vocabulary games.  Students are given frequent planned opportunities to complete short summary point writing tasks throughout lesson instruction. |
| **Demonstrates High Expectations** | Learning goals, Lesson Instruction and Assignments convey low expectations for all students. | Learning goals, Lesson Instruction and Assignments convey high expectations for most students | Learning goals, Lesson Instruction and Assignments convey high expectations for all students. |

**Vocabulary Instruction Rubric**

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| **Criteria/ Rating** | **Non Complying** | **Complying** | **Quality** |
| **Word Selection** | * The teacher relies mostly on the text book for word selection and does not identify vocabulary from standards. Does not prioritize words. * The teacher considers all content words important to learn, but does not plan for direct instruction. | * The teacher identifies vocabulary for lessons using standards and prioritizes the words, selecting only the essential words for direct instruction. * The teacher includes additional terms important for students to learn. | * The teacher identifies vocabulary for lessons using standards-driven Learning Goals and prioritizes the words, selecting the essential and important words for direct instruction. * The teacher emphasizes the 12 Most Powerful Words and other additional vocabulary important for students to learn. |
| **Selecting a Strategy** | * The teacher selects one strategy such as the Frayer Model and uses it for all word instruction or selects a strategy with little regard for its usefulness in teaching specific words. * The teacher neglects to try the strategy before using it to determine usefulness. If a strategy fails, does not try to understand what went wrong, just drops it and tries another. Does not modify a strategy for a better fit. | * The teacher determines which strategy to select based on the purpose of introducing new vocabulary. * The teacher selects one strategy at a time and practices it with the intended vocabulary before the lesson. * The teacher applies the strategy until students become adept at using it and then selects a new strategy based on another purpose such as guided practice and review. * The teacher does not use the same strategy for all words or force a strategy that is not appropriate for all words, i.e. only uses the Frayer Model for concepts. | * The teacher’s selected strategy accomplishes instructional intentions for explicitly teaching new words (4 Box Word Analysis), new concepts (Frayer Model or Word Map), guided practice (Word Pyramid or Visualize and Draw), previewing (Do I Know the Meanings of These Words or 5-3-1) or reviewing (Quick Talk or I have ... Who has…). * The teacher practices a selected strategy and determines how to adapt it for students with learning differences, i.e. provide a word bank or framed definition, before the lesson. * The teacher gradually but continuously adds new strategies, as students become adept at using them. |
| **Use of Vocabulary Practices and Strategies** | * If at all, the teacher implements a strategy with little or no explanation. * The teacher disregards the importance of modeling a strategy and voicing the process out loud. * The teacher fails to provide adequate time for guided practice that enables all students to be successful. * The teacher utilizes independent practice with little feedback to students about accuracy. * The teacher fails to provide multiple experiences with new words. | * The teacher explains how students will use a specific strategy to help them learn new words. * The teacher models the steps in the process with some thinking out loud. * The teacher sometimes uses guided pairs when introducing a new strategy but most practice is of the independent nature. * The teacher provides adequate time for students to learn and use a new strategy with feedback. | * The teacher provides precise instruction that explains the strategy and how it is used to learn new vocabulary. * The teacher teaches the steps in the process for learning a strategy with extensive modeling with thinking out loud and provides feedback as students work in collaborative pairs during guided practice. * The teacher provides multiple experiences for students to apply their new word knowledge, i.e. during discussions, vocabulary games, writing activities and responses to content prompts during the lesson. * The teacher evaluates and builds background knowledge when needed for students with limited language skills. |
| Expectations for Students | * If at all, students are randomly asked to record new vocabulary in notebooks but accuracy is not checked. * Students record the word and the teacher’s definition (or just the definition from the dictionary or other resource). * Students are not encouraged to use their notebooks as a resource during review or writing activities but are encouraged to use them as study tools before tests. | * The teacher expects students to record some of the new vocabulary in notebooks. * When time permits, notebooks are randomly checked for accuracy. * The format for organizing and recording new words is constantly changing. * Students record the vocabulary with the teacher’s meaning and then create a memory reference or connection that will help them remember it. * Students refer to notebooks for some writing activities. | * The teacher expects students to maintain a record of new vocabulary in notebooks and checks them for accuracy weekly. * Students organize and record new words with the teacher’s definition and then paraphrases the meaning in their own words and add a non-linguistic representation or memory enhancer. * Students are expected to refer to notebooks as a resource for review, all writing activities and as a study tool before tests. |

**Word Wall Rubric**

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| **Criteria/ Rating** | **Non Complying** | **Complying** | **Quality** |
| **Organization** | * Little or no attention given to organization of Word Walls. Most appear to resemble a ‘Word Splash’. * Word Walls are not current and/or words are not arranged in recognizable clusters for skills, knowledge or themes. * Advance Organizers that are displayed focus primarily on the Lesson Essential Questions. Key vocabulary and/or related concepts are not evident. | * Word Walls are organized according to subjects being taught, but some are not current and should be replaced. * Word Walls are arranged based on subject, such as math, reading, writing, science or social studies, but words are not clustered according to concepts with in the subject. * Advance Organizers are displayed with some emphasis on vocabulary. | * Word Walls are meaningfully organized according to the current subjects being taught. * Word Walls are arranged in obvious clusters targeting skills or knowledge, such as steps in the writing process, and themes, such as different reading and writing genres. * Displayed Advance Organizers emphasize concepts and key vocabulary of the content being taught. |
| **Word Selection and Connections** | * Many words that are displayed are not grade appropriate and reflect other grade levels. * Appropriate connections are not clear or are ineffective for students to remember. * Poorly conceived or limited thought given to word choice and organization labels or categories. | * Most words displayed are grade appropriate and related to grade level curriculum. * Characteristics and categories of words and their connections are not always obvious. * Some word arrangements provide visual representations that are useful for students to make connections. | * All words displayed are grade appropriate, are critical to learning grade level curriculum, and derive from state and/or national standards. * Advance Organizers, word clusters and related graphics meaningfully highlight targeted words clearly distinguishing characteristics and categories. * Word arrangements clearly provide visual maps for students to remember intended connections and learning. |
| **Visibility and Appearance** | * Word Walls are cluttered and/or words are not visible or accessible to students. * Hanging ornaments, commercial posters and student work block visibility. * Errors in word spelling apparent or words are poorly written. * Distracting backgrounds or boarders. | * Some backgrounds or borders give Word Walls a cluttered appearance limiting the effectiveness of the organization and visibility of words. * Words are a mixed combination of lettering. Some words are computer generated using SmartArt and are not easily distinguished. * Accessibility to students is sometimes an issue. * Space used for inspirational posters could be put to a greater instructional use for words. * Word Walls are modified when space is limited. | * Word Walls are clutter-free and all words are clearly visible and accessible to students. * Words are large and color coded for easy identification. * Critical wall space, i.e. front of the room where instruction occurs most, is focused on content words, representations and arrangements, not on commercially made inspirational posters. * Word Walls are modified when space is limited, i.e. chart paper, flannel boards, art board, window shades. |
| **Purpose** | * Word Walls are rarely referred to during instruction and not used with students as a reference during writing assignments. * Students are not expected to maintain vocabulary notebooks or record the key vocabulary during instruction. * Word Walls are more for show/compliance. * No time for review or word play! | * Limited student involvement or investment in the creation of Word Walls other than displaying student work. * Word Walls are referred to during instruction but not emphasized for student reference during writing assignments. * Word Wall terms are expected to be recorded in student notebooks. Sometimes Word Wall games are used to review words. | * Word Walls are a highly engaging interactive tool during instruction, student assignments and systematically reviewed in word play. Words on the walls are expected to be spelled correctly in student writing. * Word Walls are systematically recorded in student notebooks and arranged for easy access. * Word Walls are constantly changing and involve students as active participants, i.e. creating visuals representations, graphic organizers. |



**The High Performance Learning-Focused Lesson Plan  
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**Reading Comprehension Rubric**

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| **Criteria/Rating** | **Non Complying** | **Complying** | **Quality** |
| **Comprehension Strategies**  Many students can read and call words, but their reading comprehension is weak. Connecting specific comprehension strategies to what is being read is one way to help students consistently better comprehend what they are reading. | Reading comprehension strategies are not identified or used as students read. | The teacher identifies the reading comprehension strategy and has students read text that supports that strategy. | The teacher identifies the reading comprehension strategy and has students read text to support that strategy.  The teacher uses modeling, questioning, signal words, graphic organizers, and assignments to strengthen comprehension before, during, and after the lesson. |
| **Signal Words**  Students can better connect and use a reading strategy to what they are reading if they know and recognize the reading comprehension strategy’s signal vocabulary words.  In other words, what vocabulary words signal main idea or what words signal sequencing, etc? | The teacher does not refer to signal words that are evident in the text. | The teacher and students use signal words during reading to strengthen comprehension. | The teacher makes the connections to the signal words before, during, and after the lesson.  Students use the signal words to strengthen their understanding of the comprehension strategies as well as what has been read. |
| **Graphic Organizer**  Graphic organizers help students visualize thinking strategies and reading comprehension strategies. | Graphic organizers are rarely or never used to organize information as students read. | Graphic organizers are regularly used to organize and make sense of information as students read, but they may not be specifically aligned with a reading comprehension strategy. | Graphic organizers are regularly used and are aligned to a reading comprehension strategy. (For example, if the comprehension strategy is main idea and detail, a main idea and detail graphic organizer is being used.) |
| **Writing Assignment**  Research has shown that writing is extremely beneficial for thinking and learning. | Students do not complete some type of written assignment in every lesson. | Written assignments are used to apply what has been taught in every lesson.  Students often use graphic organizers as writing guides and write complete, connected sentences. | Assignments are grade level appropriate and differentiated to meet the needs of all students.  Graphic organizers are used as part of the pre-writing phase.  The assignments are aligned to the comprehension strategy. |

**Teacher Directed Reading Lesson Rubric**

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| **Criteria/Rating** | **Not Complying** | **Complying** | **Quality** |
| **Lesson Focus is Written as a Question**  **(Lesson Essential Question)**  Showing and discussing a question instead of an objective or target statement has been shown to be the most effective technique for communicating the lesson’s focus to students. Its main strength is that a question provides the structure for easily gathering evidence of student learning at the end of a lesson. When reading fiction text or nonfiction text that is not aligned to standards, this question is focused on the Reading Comprehension Strategy being taught. When reading nonfiction text that is aligned to standards, this question is focused on the content that is being taught. | The teacher plans the Lesson Essential Question from the text book, a program or personal preference instead of using the Reading Comprehension Strategies.  The focus is written as an objective instead of as a question.  When there is a question, the teacher doesn’t state it at the beginning of the lesson or during the lesson and students do not answer the question at end of lesson. | The teacher plans most Lesson Essential Questions from standards and the Reading  Comprehension Strategies.  The teacher states the lesson focus as a question.  The question includes a Reading Comprehension Strategy and the teacher usually uses this question to guide instruction throughout the lesson.  The teacher usually has students answer the question at end of lesson. | The teacher plans the Lesson Essential Question from standards and Reading Comprehension Strategies.  The teacher states the lesson focus as a question, and displays it.  The question focuses on a Reading Comprehension Strategies, and the teacher uses this question throughout the lesson as a focus for instruction.  The teacher has students answer the Lesson Essential Question at the end of the lesson as individuals and Collaborative Pairs using exemplary Summarizing Strategies. The teacher uses this information to assess learning and make adjustments as needed. |
| **Activating Strategy**  Everyone learns better when they know where they are going and have linked this information to prior knowledge or experiences. | There is no activating strategy; the teacher moves immediately into the lesson.  The teacher activates prior knowledge of the text content instead of the Reading Comprehension Strategy being taught. | The teacher plans an Activating Strategy based on the Reading Comprehension Strategy being taught.  The teacher activates prior knowledge using the same strategies in almost every lesson.  The teacher usually spends an appropriate amount of instructional time on the Activating Strategy. | The teacher plans an Activating Strategy directly connected to the Reading Comprehension Strategy focus of the lesson.  The strategy activates prior knowledge through discussion/questioning and uses graphic organizers that align to the Reading Comprehension Strategy and other Activating Strategies to involve students.  The amount of time spent on the activating strategy is appropriate to the experience students already have with the strategy. |

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| **Vocabulary Development**  Vocabulary is key to all learning, and it is critical to almost every at-risk student. With the focus of the lesson being the Reading Comprehension Strategies, it is suggested to use the comprehension signal words as vocabulary. | The teacher randomly chooses story/content vocabulary instead of Reading Comprehension signal words to verbally introduce.  The teacher does not use research-based vocabulary strategies with students. | The teacher plans which vocabulary to teach from standards and comprehension signal words at the beginning of the lesson.  The teacher uses research-based vocabulary strategies.  Vocabulary is sometimes reinforced in context during the lesson.  The teacher usually engages students in word study with research-based vocabulary strategies.  The teacher reinforces use of the vocabulary at least once during the lesson. | The teacher plans which vocabulary to teach at the beginning of the lesson, with the Reading Comprehension signal words as primary vocabulary.  The teacher engages students in word study and utilizes research-based vocabulary strategies. .  The teacher reinforces use of vocabulary throughout he lesson. |
| **Lesson Instruction**  Research has proven that the very best lessons are those in which teachers use research-based cognitive strategies that produce high degrees of learning for ALL students. In Teacher Directed Reading Lessons, the teacher plans for, teaches and applies Reading Comprehension Strategies throughout the lesson. | The teacher does not include cognitive, high yield strategies in lesson plan.  The teacher teaches the story/content instead of the Reading Comprehension Strategy. | The teacher utilizes Learning-Focused cognitive teaching strategies (i.e., distributed practice and distributed summarizing with Assessment Prompts, Strategies for Questioning, Collaborative Pairs, etc). most of the time.  Graphic organizers that are directly linked to Reading Comprehension Strategies are often used to read, write, and study. | The teacher plans what to teach and how based on standards-driven learning goals. The Lesson Essential Question and Assessment Prompts focus on the Reading Comprehension Strategy being taught.  The teacher utilizes Learning-Focused cognitive teaching strategies (i.e., distributed practice and distributed summarizing with Assessment Prompts, Strategies for Questioning, Collaborative Pairs, etc).  Students use Reading Comprehension graphic organizers to read, write and study. |
| **Summarizing Strategy**  Summarizing is one of the most powerful learning strategies in education. | The teacher does not plan a Summarizing Strategy.  If there is a summary, it is based on the story/content instead of the Comprehension Strategy.  The teacher summarizes lessons with some to no student involvement. | The teacher plans a Summarizing Strategy that will have students summarize their learning based on the Lesson Essential Question.  The teacher uses a variety of summarizing strategies and often gathers individual answers from students in order to formatively assess learning. | The teacher plans the Summarizing Strategy based on having students summarize their learning and the prompt is clearly based on the Lesson Essential Question and is often in writing. The teacher uses this information for formative assessment purposes. (When reading fiction text or nonfiction text that is not aligned to standards, the Summarizing Strategy is focused on the Reading Comprehension Strategy being taught. When reading nonfiction text that is aligned to standards, the Summarizing Strategy is focused on the content being taught.)  The teacher requires students to summarize learning throughout the lesson and at the end. |

**Reading Assignments Rubric**

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| **Criteria/Rating** | **Not Complying** | **Complying** | **Quality** |
| **Instruction**  Expository texts are written using the following Text Structures:  Listing or description;  Sequence or timeline;  Compare and contrast;  Cause and effect;  Problem and solution. | The teacher does not identify the text structure; instruction is based solely on content facts.  The teacher has students read the text straight through without stopping for discussion about the text structure’s importance to the topic. | The teacher identifies the text structure and uses it to strengthen comprehension before, during, and after instruction.  Students are provided a purpose for reading the text. | The teacher identifies the text structure and uses it to strengthen comprehension before, during, and after instruction.  The teacher chunks the reading material and makes connections to text as well as visuals such as graphs, charts and maps.  Students are provided a purpose for reading the text. |
| **Questioning**  The teacher uses text structure to strengthen questions for students before, during and after the lesson. | The teacher asks some questions of the whole group during the lesson, solely about content facts. | The teacher uses the text structure to strengthen questioning before, during, and after the lesson. | The teacher uses the text structure to strengthen questioning before, during, and after the lesson.  The teacher uses collaborative pairs during questioning. |
| **Graphic Organizers**  Graphic Organizers are visuals that allow students to chunk information, lift out key ideas, and act as a pre-writing activity. | A graphic organizer is not being used in the lesson. | A graphic organizer is being used and aligns to the text structure. | A graphic organizer is aligned to the text structure (IE. if the text structure is cause and effect, the teacher uses a cause and effect graphic organizer)) and is used throughout the lesson. |
| **Assignments** | Students complete some type of assignment that does not include reading. | A reading assignment is made that has students apply what has been taught.  A graphic organizer that matches the text structure is used to complete the assignment. | A reading assignment is made that is grade level appropriate and differentiated to meet the needs of all students.  A graphic organizer that matches the text structure is used to complete the assignment.  Students write a summary or reflection of the reading assignment. |

**Writing Rubric**

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| **Criteria/Rating** | **Not Complying** | **Complying** | **Complying with Quality** |
| **Standards/ Writing Products Matrix**  Research has proven that the optimum product is research-based and utilizes grade level standards and benchmarks. | The writing assignment does not focus on assignments from the Standards/Writing Products Matrix.  Grade level standards and benchmarks for writing or content are not reflected in the assignment. | The writing assignment reflects a product from the Standards/Writing Products Matrix.  Grade level standards and benchmarks for writing and content are reflected in the assignment. | The writing assignment reflects a product from the Standards/Writing Products Matrix but takes it further.  Grade level standards and benchmarks for writing and content are reflected in the assignment. |
| **Graphic Organizers**  Students are able to write better, when they use graphic organizers to organize store, and remember key points about new content. | A graphic organizer is not used by students in prewriting or writing.  When a graphic organizer is used, students do not use it to summarize or write about new learning, but just as a note-taking tool. | A graphic organizer is used by students in the lesson to organize, store, and remember key points of new content.  Students use the organizer to summarize and write about new learning. | A graphic organizer is consistently used by all students in the lesson to organize, store, and remember key points of new content.  A graphic organizer is used as part of the pre-writing phase.  Students use the completed graphic organizer to summarize and write about new learning. |
| **Rubrics** | The teacher does not provide a rubric to students to set writing expectations.  Rubrics are not used by the teacher or students to assess writing. | There is evidence that rubrics are used by the teacher to set writing expectations for all writing assignments.  Rubrics are used by the teacher and the students to assess writing. | The teacher consistently utilizes rubrics to set writing expectations for all assignments.  Rubrics are used by the teacher and students to assess writing.  Use of rubrics is evident in display of student work. |
| **Content Connections/**  **Expository Writing**  Expository writing assignments in content areas are essential to raising student achievement. | Expository writing assignments do not connect to content areas.  Assignments do not reflect grade level content and writing standards and benchmarks. | Expository writing assignments directly connect to content areas.  Assignments reflect grade level content and writing standards/benchmarks. | All expository writing assignments directly connect to content areas.  Assignments are differentiated to meet the needs of all students.  Assignments consistently reflect grade level content and writing standards/benchmarks. |
| **Benchmark Assessments**  Research has shown that Benchmark Assessment is a critical component of effective instruction. To be effective it must be administered and interpreted to guide instruction to impact student learning and student achievement. | Benchmark assessments are not used to assess and analyze student writing strengths and needs.  No data is collected or used to direct classroom instruction and develop writing improvement goals. | Benchmark assessments are used to assess and analyze student writing to determine strengths and needs.  Data from assessments is used to direct classroom instruction and to develop writing improvement goals for the class or individual students. | Benchmark assessments are used consistently to assess written products and/or analyze student writing to determine strengths and needs.  Data from benchmark assessments is used to direct classroom instruction and to develop writing improvement goals for the class and individual students. |