3A COMMUNICATING WITH STUDENTS

	RUBRIC	CRITICAL ATTRIBUTES	Teachscape Examples
Unsatisfactory	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. The teacher's use of language contains errors or is inappropriate for students' cultures or levels of development	1, At no time during the lesson does the teacher convey to the students what they will be learning. 2. Students indicate through their questions that they are confused about the learning task. 3. The teacher makes a serious content error that will affect student understanding of the lesson. 4.Students indicate through body language or questions that they don't understand the content being presented. 5. The teacher's communications include errors of vocabulary or usage. 6.Vocabulary is inappropriate to the age or culture of the students.	**1.**A student asks, "What are we supposed to be doing?" but the teacher ignores the question. **2.** The teacher states that to add fractions, the fractions must have the same numerator. **3.** Students have a quizzical look on their faces; some may withdraw from the lesson.**4.**Students become disruptive, or talk among themselves in an effort to follow the lesson. **5.** The teacher uses technical terms without explaining their meanings. **6.**The teacher uses the word ain't.**7.**Most students ask what they are to do or look around for clues from others
Basic	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusions; the teachers' use of language is correct but may not be completely appropriate for students' cultures or levels of development	1. The teacher refers in passing to what the students will be learning, or it is written on the board with no elaboration or explanation. 2.The teacher must clarify the learning task so students can complete it. 3.The teacher makes no serious content errors but may make a minor error. 4.The teacher's explanation of the content consists of a monologue or is purely procedural with minimal participation by students. 5.Vocabulary and usage are correct but unimaginative. 6.Vocabulary is too advanced or juvenile for the students.	**1.**The teacher mispronounces the word phonemes. **2.**The teacher says, "And oh, by the way, today we're going to factor polynomials." **3.**A student asks, "What are we supposed to be doing?" and the teacher clarifies the task. **4.**Students ask, "What do I write here?" in order to complete a task. **5**The teacher says, "Watch me while I show you how to solve the equation" with students asked only to listen. **6**A number of students do not seem to be following the explanation. **7.**Students are inattentive during the teacher's explanation of content
Proficient	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate for students' cultures and levels of development	1. The teacher states clearly, at some point during the lesson, what the students are learning. 2. If appropriate, the teacher models the process to be followed in the task. 3. Students engage with the learning task, indicating that they understand what they are to do. 4. The teacher makes no content errors. 5. The teacher's explanation of content is clear and invites student participation and thinking. 6. Vocabulary and usage are correct and completely suited to the lesson. 7. Vocabulary is appropriate to students' ages and levels of development	"**1.**By the end of today's lesson, you're all going to be able to factor different types of polynomials." **2.** During a presentation of content, the teacher asks students, "Can anyone think of an example of that?" **3.** The teacher uses a board or projection device so students can refer to it without requiring the teacher's attention. **4.**
Distinguished	Expectations for learning, directions and procedures, and explanations of content are clear to students. The teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.	In addition to the characteristics of a level of performance 3, 1. The teacher points out possible areas for misunderstanding. 2. The teacher explains content clearly, using metaphors and analogies to bring content to life. 3. All students seem to understand the presentation 4. The teacher invites students to explain the content to the class or to a small group of classmates. 5. The teacher uses rich language and offers brief vocabulary lessons where appropriate	The teacher says, "Here's a spot where some students have difficulty; be sure to read it carefully." **2.**The teacher asks a student to explain the task to other students. **3.**When needed, a student offers clarification about the learning task to classmates.**3.**The teacher explains passive solar energy by inviting students to think about the temperature in a closed car on a cold but sunny day, or by the temperature of water in a hose that has been sitting in the sun. **4.**The teacher asks, "Who would like to explain this idea to us?" **5.**The teacher pauses during an explanation of the civil rights movement to remind students that the prefix in- as in inequality means "not," and the prefix un- also means the same thing

3B USING QUESTIONS AND DISCUSSION TECHNIQUES

	RUBRIC	CRITICAL ATTRIBUTES	Teachscape Examples
Unsatisfactory	Teacher's questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.	1. Questions are rapid-fire and convergent, with single correct answers. 2. Questions do not invite student thinking. 3. All discussion is between teacher and students; students are not invited to speak directly to one another. 4. A few students dominate the discussion	**1.** All questions are of the "recitation" type, such as "What is 3 x 4?" **2.**The teacher asks a question for which the answer is on the board; students respond by reading it **3.**The teacher only calls on students who have their hands up
Basic	Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response. Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results. Teacher attempts to engage all students in the discussion, but with only limited success.	1. The teacher frames some questions designed to promote student thinking, but only a few students are involved. 2. The teacher invites students to respond directly to one another's ideas, but few students respond. 3. The teacher calls on many students, but only a small number actually participate in the discussion.	**1.**Many questions are of the "recitation" type, such as "How many members of the House of Representatives are there?"**2.**In a lesson on plot structure in a Dickens novel, the teacher asks: "Where was Shakespeare born?" **3.** The teacher asks, "Who has an idea about this?" but the same three students offer comments.**5.** The teacher asks, "Student M, can you comment on Student T's idea?" but Student M does not respond, or makes a comment directly to the teacher
Proficient	Most of the teacher's questions are of high quality. Adequate time is provided for students to respond. Teacher creates a genuine discussion among students, stepping aside when appropriate. Teacher successfully engages all students in the discussion.	1. The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. 2. The teacher makes effective use of wait time. 3. The teacher builds on and uses student responses to questions effectively. 4. Discussions enable students to talk to one another, without ongoing mediation by the teacher. 5. The teacher calls on most students, even those who don't initially volunteer. 6. Many students actively engage in the discussion	**1.**The teacher asks, "What might have happened if the colonists had not prevailed in the American war for independence?" **2.**The teacher uses the plural form in asking questions, such as "What are some things you think might contribute to…?" **3.** The teacher asks, "Student M, can you comment on Student T's idea?" and Student M responds directly to Student T. **5.**The teacher asks a question and asks every student to write a brief response and share it with a partner; the teacher then invites a few students to offer their ideas to the entire class.
Distinguished	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions. Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.	In addition to the characteristics of a level of performance 3, 1. Students initiate higher-order questions. 2. Students extend the discussion, enriching it. 3. Students invite comments from their classmates during a discussion.	**1.** A student asks, "How many ways are there to get this answer?"**2.**A student says to a classmate, "I don't think I agree with you on this, because…"**3.** A student asks other students, "Does anyone have another idea as to how we might figure this out?" **4.**A student asks, "What if…?"

3C ENGAGING STUDENTS IN LEARNING

	RUBRIC	CRITICAL ATTRIBUTES	Teachscape Examples
Unsatisfactory	Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them. Instructional groups are inappropriate to the students or to the instructional outcomes. Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both.	1. Few students are intellectually engaged in the lesson. 2. Learning tasks require only recall or have a single correct response or method. 3. The materials used ask students only to perform rote tasks. 4. Only one type of instructional group is used (whole group, small groups) even when variety would better serve the instructional purpose. 5. Instructional materials used are unsuitable to the lesson and/or the students. 6. The lesson drags or is rushed	**1.**Most students are playing video games during the lesson. **2.**Students are able to fill out the lesson worksheet by copying words from the board. **3.**The teacher lectures for 45 minutes. **4.**Most students don't have time to complete the assignment, but the teacher moves on in the lesson anyway.
Basic	Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged. Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson. Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially mentally engaged with them. The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	1. Some students are intellectually engaged in the lesson. 2. Learning tasks are a mix of those requiring thinking and recall. 3. Student engagement with the content is largely passive, learning primarily facts or procedures.4. Students have no choice in how they complete tasks. 5. The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives. 6. The materials and resources are partially aligned to the lesson objectives; only some of them demand student thinking. .7 The pacing of the lesson is uneven; it is suitable in parts, but rushed or dragging in others.	**1.**In three of the five small groups, students are figuring out an answer to the assigned problem. **2.** Students are asked to fill in a worksheet following an established procedure. **3.** There is a recognizable beginning, middle, and end to the lesson.**4.**The teacher lectures for 20 minutes, and provides 15 minutes for the students to write an essay; most students are able to complete it during this time.
Proficient	Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content. Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Instructional materials and resources are suitable to the instructional purposes and engage students mentally. The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.	1. Most students are intellectually engaged in the lesson. 2. Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking. 3. Students have some choice in how they complete learning tasks. 4 There is a mix of different types of groupings, suitable to the lesson objectives. 5.Materials and resources support the learning goals and require intellectual engagement, as appropriate. 6. The pacing of the lesson provides students the time needed to be intellectually engaged	**1.** Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents. **2.** Students are given a task to do independently, then to discuss with a table group, followed by a report-out from each table. **3.**There is a clear beginning, middle, and end to the lesson. **4.** The lesson is neither rushed nor does it drag. **5.**Five students (out of 27) are playing video games, texting, etc
Distinguished	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding. Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups. Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning. The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.	characteristics of a level of performance 3, 1. Virtually all students are highly engaged in the lesson. 2. Students take initiative to modify a learning task to make it more meaningful or relevant to their needs. 3. Students suggest modifications to the grouping patterns used. 4. Students have extensive choice in how they complete tasks. 5. Students suggest modifications or additions to the materials being used. 6. Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.	**1.** Students are asked to write an essay "in the style of Hemingway." **2.**A student asks whether they might remain in their small groups to complete another section of the activity, rather than work independently. **3.** Students identify or create their own learning materials. **4.**Students summarize their learning from the lesson.

	RUBRIC	CRITICAL ATTRIBUTES	Teachscape Examples
Unsatisfactory	Assessment is not used in instruction, either through monitoring of progress by the teacher or students, or feedback to students. Students are not aware of the assessment criteria used to evaluate their work.	**1**. The teacher gives no indication of what high-quality work looks like. **2.** Assessment is used only for grading. **3.** The teacher makes no effort to determine whether students understand the lesson. **4.** Feedback is only global. **5.** The teacher does not ask students to evaluate their own or classmates' work. **6.** The teacher makes no attempt to adjust the lesson based on student confusion	**1.**A student asks, "How is this assignment going to be graded?"**2.**A student asks, "Does this quiz count toward my grade?" **3.** The teacher forges ahead with a presentation without checking for understanding. **4.**The teacher says, "Good job, everyone."
Basic	Assessment is occasionally used in instruction, through some monitoring of progress of learning by the teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	**1.** There is little evidence that the students understand how their work will be evaluated. **2.** The teacher monitors understanding through a single method, or without ensuring that all students understand. 3. The teacher requests global indications of student understanding. Feedback to students is not uniformly specific, nor oriented toward future improvement of work. 4. The teacher makes only minor attempts to engage students in self- or peer assessment. **5.** The teacher's attempts to adjust the lesson are partially successful.	**1.**The teacher asks, "Does anyone have a question?" When a student completes a problem on the board, **2.** the teacher corrects the student's work without explaining why **3.** After receiving a correct response from one student, the teacher continues without ascertaining whether all students understand the concept.
Proficient	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by the teacher and/or students, and high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	**1.** Students indicate that they clearly understand the characteristics of high-quality work. **2.** Feedback includes specific and timely guidance on how students can improve their performance. **3,**The teacher elicits evidence of individual student understanding during the lesson, for at least some groups of students. **4.**Students are invited to assess their own work and make improvements. **5.** When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students.	**1.** The teacher circulates during small-group or independent work, offering suggestions to groups of students. **2.**The teacher uses a specifically formulated question to elicit evidence of student understanding. **3.**The teacher asks students to look over their papers to correct their errors
Distinguished	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students, monitoring of progress by both students and the teacher, and high-quality feedback to students from a variety of sources	In addition to the characteristics of a level of performance 3, **1.** There is evidence that students have helped establish the evaluation criteria. **2.** Teacher monitoring of student understanding is sophisticated and continuous; the teacher is constantly taking the class's pulse. **3.** The teacher makes frequent use of strategies to elicit information about individual student understanding. **4.** Feedback to students is provided from many sources, including other students. **5.** Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher	**1.** The teacher reminds students of the characteristics of high-quality work (the assessment criteria), suggesting that the students themselves helped develop them. **2.** While students are working, the teacher circulates and provides specific feedback to individual students. **3.**The teacher uses popsicle sticks or exit tickets to elicit evidence of individual student understanding. **4**Students offer feedback to their classmates about their work. **5**Students evaluate a piece of their writing against the writing rubric and confer with the teacher about how it could be improved.