

# RUBRICS FOR THE FRAMEWORK FOR TEACHING, 2013 EDITION

## (OBSERVABLE COMPONENTS)

### 1a: Demonstrating Knowledge of Content and Pedagogy

#### Level 4

The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.

##### CRITICAL ATTRIBUTES

- The teacher cites intra- and interdisciplinary content relationships.
- The teacher's plans demonstrate awareness of possible student misconceptions and how they can be addressed.
- The teacher's plans reflect recent developments in content-related pedagogy.

#### Level 3

The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.

##### CRITICAL ATTRIBUTES

- The teacher can identify important concepts of the discipline and their relationships to one another.
- The teacher provides clear explanations of the content.
- The teacher answers students' questions accurately and provides feedback that furthers their learning.
- Instructional strategies in unit and lesson plans are entirely suitable to the content.

#### Level 2

The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.

##### CRITICAL ATTRIBUTES

- The teacher's understanding of the discipline is rudimentary.
- The teacher's knowledge of prerequisite relationships is inaccurate or incomplete.
- Lesson and unit plans use limited instructional strategies, and some are not suitable to the content.

#### Level 1

In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.

##### CRITICAL ATTRIBUTES

- The teacher makes content errors.
- The teacher does not consider prerequisite relationships when planning.
- The teacher's plans use inappropriate strategies for the discipline.

## 1b: Demonstrating Knowledge of Students

### Level 4

The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.

#### CRITICAL ATTRIBUTES

- The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly.
- The teacher seeks out information from all students about their cultural heritages.
- The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.

### Level 3

The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.

#### CRITICAL ATTRIBUTES

- The teacher knows, for groups of students, their levels of cognitive development.
- The teacher is aware of the different cultural groups in the class.
- The teacher has identified "high," "medium," and "low" groups of students within the class.
- The teacher is well informed about students' cultural heritages and incorporates this knowledge in lesson planning.
- The teacher is aware of the special needs represented by students in the class.

### Level 2

The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.

#### CRITICAL ATTRIBUTES

- The teacher cites developmental theory but does not seek to integrate it into lesson planning.
- The teacher is aware of the different ability levels in the class but tends to teach to the "whole group."
- The teacher recognizes that students have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences.
- The teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge.

### Level 1

The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable.

#### CRITICAL ATTRIBUTES

- The teacher does not understand child development characteristics and has unrealistic expectations for students.
- The teacher does not try to ascertain varied ability levels among students in the class.
- The teacher is not aware of students' interests or cultural heritages.
- The teacher takes no responsibility to learn about students' medical or learning disabilities.

## 1c: Setting Instructional Outcomes

- Level 4** All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.
- CRITICAL ATTRIBUTES**
- The teacher's plans reference curricular frameworks or blueprints to ensure accurate sequencing.
  - The teacher connects outcomes to previous and future learning.
  - Outcomes are differentiated to encourage individual students to take educational risks.
- Level 3** Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.
- CRITICAL ATTRIBUTES**
- Outcomes represent high expectations and rigor.
  - Outcomes are related to "big ideas" of the discipline.
  - Outcomes are written in terms of what students will learn rather than do.
  - Outcomes represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication.
  - Outcomes, differentiated where necessary, are suitable to groups of students in the class.
- Level 2** Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.
- CRITICAL ATTRIBUTES**
- Outcomes represent a mixture of low expectations and rigor.
  - Some outcomes reflect important learning in the discipline.
  - Outcomes are suitable for most of the class.
- Level 1** The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.
- CRITICAL ATTRIBUTES**
- Outcomes lack rigor.
  - Outcomes do not represent important learning in the discipline.
  - Outcomes are not clear or are stated as activities.
  - Outcomes are not suitable for many students in the class.

## 1d: Demonstrating Knowledge of Resources

- Level 4** The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
- CRITICAL ATTRIBUTES**
- Texts are matched to student skill level.
  - The teacher has ongoing relationships with colleges and universities that support student learning.

- The teacher maintains a log of resources for student references.
- The teacher pursues apprenticeships to increase discipline knowledge.
- The teacher facilitates student contact with resources outside the classroom.

### Level 3

The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.

#### CRITICAL ATTRIBUTES

- Texts are at varied levels.
- Texts are supplemented by guest speakers and field experiences.
- The teacher facilitates the use of Internet resources.
- Resources are multidisciplinary.
- The teacher expands her knowledge through professional learning groups and organizations.
- The teacher pursues options offered by universities.
- The teacher provides lists of resources outside the classroom for students to draw on.

### Level 2

The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.

#### CRITICAL ATTRIBUTES

- The teacher uses materials in the school library but does not search beyond the school for resources.
- The teacher participates in content-area workshops offered by the school but does not pursue other professional development.
- The teacher locates materials and resources for students that are available through the school but does not pursue any other avenues.

### Level 1

The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's own professional skill.

#### CRITICAL ATTRIBUTES

- The teacher uses only district-provided materials, even when more variety would assist some students.
- The teacher does not seek out resources available to expand her own skill.
- Although the teacher is aware of some student needs, he does not inquire about possible resources.

## 1e: Designing Coherent Instruction

### Level 4

The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.

#### CRITICAL ATTRIBUTES

- Activities permit student choice.
- Learning experiences connect to other disciplines.
- The teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.
- Lesson plans differentiate for individual student needs.

### Level 3

Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.

#### CRITICAL ATTRIBUTES

- Learning activities are matched to instructional outcomes.
- Activities provide opportunity for higher-level thinking.
- The teacher provides a variety of appropriately challenging materials and resources.
- Instructional student groups are organized thoughtfully to maximize learning and build on students' strengths.
- The plan for the lesson or unit is well structured, with reasonable time allocations.

### Level 2

Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.

#### CRITICAL ATTRIBUTES

- Learning activities are moderately challenging.
- Learning resources are suitable, but there is limited variety.
- Instructional groups are random, or they only partially support objectives.
- Lesson structure is uneven or may be unrealistic about time expectations.

### Level 1

Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.

#### CRITICAL ATTRIBUTES

- Learning activities are boring and/or not well aligned to the instructional goals.
- Materials are not engaging or do not meet instructional outcomes.
- Instructional groups do not support learning.
- Lesson plans are not structured or sequenced and are unrealistic in their expectations.

## 1f: Designing Student Assessments

### Level 4

All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.

#### CRITICAL ATTRIBUTES

- Assessments provide opportunities for student choice.
- Students participate in designing assessments for their own work.
- Teacher-designed assessments are authentic, with real-world application as appropriate.
- Students develop rubrics according to teacher-specified learning objectives.
- Students are actively involved in collecting information from formative assessments and provided input.

### Level 3

All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.

#### CRITICAL ATTRIBUTES

- All the learning outcomes have a method for assessment.

- Assessment types match learning expectations.
- Plans indicate modified assessments when they are necessary for some students.
- Assessment criteria are clearly written.
- Plans include formative assessments to use during instruction.
- Lesson plans indicate possible adjustments based on formative assessment data.

## Level 2

Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.

### **CRITICAL ATTRIBUTES**

- Only some of the instructional outcomes are addressed in the planned assessments.
- Assessment criteria are vague.
- Plans refer to the use of formative assessments, but they are not fully developed.
- Assessment results are used to design lesson plans for the whole class, not individual students.

## Level 1

Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.

### **CRITICAL ATTRIBUTES**

- Assessments do not match instructional outcomes.
- Assessments lack criteria.
- No formative assessments have been designed.
- Assessment results do not affect future plans.