Content

Formative Assessment

Learning Community

Instructional Strategies

Learner Engagement

Learning Observation Instrument

12 Strategic Elements

MCESA
Maricopa County Education Service Agency

CONTENT RUBRIC

	5	4	3 Proficient	2	1	0
	Meets criteria at levels 3, 4, and 5.	Meets criteria at levels 3 and 4.				
Element	**Descriptors**					
Conceptual Understanding	**Guides all students to create or select their own representations and explanations of concepts**; ensures students demonstrate understanding of concepts through multiple ways/examples.	Utilizes **effective** representations and explanations of concepts **throughout the lesson** that capture key ideas and details that build conceptual understanding in the discipline; prompts students to demonstrate understanding of concepts through multiple ways/examples.	Utilizes representations and explanations of concepts (*e.g., comparisons, analogies, examples, TPR, realia, manipulatives, anchor charts, graphic organizers*) that capture **key ideas and details** that build **conceptual** understanding in the discipline.	Utilizes representations **and** explanations of concepts that capture **key ideas** essential to build understanding of the lesson outcome.	Utilizes-representations and/or explanations of concepts that capture some key ideas to build understanding of the lesson outcome.	
Observation / Post-Conf.	Utilizes questions at essential sub-objectives with increasing complexity or depth of content **that are differentiated according to student cognitive level**. (2a, 2c, 4a, 8i)	Utilizes questions at essential sub-objectives **with increasing complexity or depth of content**; surface learner misconceptions that may interfere with learning. (2a, 4a, 4e, 8i)	Utilizes questions **at essential sub-objectives** that support student understanding in the discipline and stimulate discussion for a specific purpose (*e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, encouraging students to question and analyze ideas from diverse perspectives*). (4a, 4b, 8i)	Utilizes questions within the lesson to probe for learner understanding related to the lesson outcome. (4a, 8i)	Utilizes questions within the lesson to stimulate discussion. (4a, 8i)	
Task Analysis	Taught lesson objective(s), sub-objective(s), & materials are logically organized/sequenced in relation to the lesson, unit, and **year-long plan**. (7c)	Taught lesson objective(s), sub-objective(s), & materials **anticipate possible student misconceptions** and are logically organized/ sequenced in relation to lesson and **unit**. (4f, 7b, 7c)	Taught lesson objective(s), **sub-objective**(s), & materials are aligned to content standards, **segmented for learning, reflect prior learning, and are logically organized/ sequenced in relation to the lesson**. (4d, 4f, 7b, 7c)	Taught lesson objective(s) and materials are **sequenced** and aligned to content standards. (7b, 7c)	Taught lesson objective(s) & materials are sequenced. (7b, 7c)	
Observation / Post -Conf.						

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Element	5	4	3 Proficient	2	1	0
	Meets criteria at levels 3, 4, and 5.	Meets criteria at levels 3 and 4.				
Connections to Content Observation / Post-Conf.	Engages **students in applying interdisciplinary** content knowledge to a real-world question, problem, issue, or event **through the lens of local and/or global issue(s).** (4b, 5b, 5d, 5g)	Engages **students in applying disciplinary** content knowledge to a **real-world question, problem, issue, or event**. (4b)	**Prompts student reflection** of prior content knowledge; linking new concepts to familiar concepts; makes connections to students' experiences. (2d, 4d)	Activates students' **prior knowledge**; makes connections to students' experiences to enhance understanding of the content. (2d, 4d)	Makes connections to students' experiences to enhance understanding of the content.	

FORMATIVE ASSESSMENT RUBRIC

Element	5	4	3 Proficient	2	1	0
	Meets criteria at levels 3, 4, and 5.	Meets criteria at levels 3 and 4.				
	Descriptors					
Student Progress Observation / Post-Conf.	Articulates and presents evidence of student progress, relative to rigorous short-term (*e.g., unit, series of lessons*) and long-term (*e.g., end-of-year*) goals in order to guide planning. Presents evidence that **nearly all students (95 -100%)** met the lesson objective. (6c, 6g, 8b)	Articulates and presents evidence of student progress, relative to **rigorous short-term (*e.g., unit, series of lessons*) and long-term (e.g., end-of-year)** goals in order to guide planning. Presents evidence that **most of the students (75-94%) met the lesson objective.** (6c, 6g, 7f, 8b)	Articulates and presents evidence of student progress to guide planning. Presents evidence that **nearly all students (95-100%)** demonstrate progress (*growth*) **relative to the lesson objective**. (6c)	Articulates student progress; **75% -94%** of students demonstrate progress (*growth*).	Articulates student progress; **less than 75%** of students demonstrate progress (*growth*).	

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INSTRUCTIONAL STRATEGIES RUBRIC

		5	4	3 Proficient	2	1	0
		Meets criteria at levels 3, 4, and 5.	Meets criteria at levels 3 and 4.				
Element		**Descriptors**					
Practice/ Aligned Activity **Observation** / **Post -Conf.**		Engages all students in examining their own thinking **and/or** learning; **students effectively provide support for one another.** (3b, 6f)	Provides sufficient, aligned practice or conceptual development activity **aligned to appropriate sub-objective(s).** **Effectively** provides scaffolding for students **who need assistance and appropriately fades away or renews support as needed to ensure all students** are challenged to move toward independence. (2b)	Provides **sufficient, aligned practice or conceptual development activity** to support **successful learning** of the lesson objective. Actively guides and scaffolds individual students as they practice the objective and move toward independence (*e.g., referencing posted steps, anchor charts, graphic organizers or templates, coaching, questioning, prompting, cueing*). (2a)	Provides opportunity for students to practice the lesson objective before independent practice is assigned; **or** provides opportunity during the conceptual development activity for students to work toward mastery of the lesson objective.	Provides independent practice or conceptual development activity.	
Analysis of Instruction **Observation** / **Post -Conf.**		Articulates how the results of this lesson **fit into the long range planning** for the content discipline, and identifies effective steps for increasing student learning **at the individual student level** for the next lesson. (7f)	**Articulates how the results of this lesson fit into the content discipline** and identifies effective steps for increasing student learning **at the sub group level** for the next lesson. (7f)	Accurately identifies strengths and/ or weaknesses of the lesson/instruction, based on analysis of student work/results, **and identifies effective steps for increasing student learning for the next lesson**. (7f)	**Accurately** identifies strengths and/or weaknesses of the lesson/instruction, **based on analysis of student work/results**. (7f)	Identifies strengths and/or weaknesses of the lesson/instruction.	

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Element			5	4	3 Proficient	2	1	0
			Meets criteria at levels 3, 4, and 5.	Meets criteria at levels 3 and 4.				
Descriptors								
Student-to-Student Interaction	Observation	Post -Conf.	**Students respond to shifts in conversation as they explore the topic; different students may emerge as experts** (*e.g., appropriately adjusts within the context, draws on multiple and/or diverse perspectives, challenges assumptions with justification and evidence*) in order to develop expressive language proficiency and demonstrate deep or extended learning. (4b, 4h, 5d, 6f, 8h)	Students engage in **focused learning conversations to build on other students' thoughts/ideas/writing/non-linguistic representation** (*e.g., questioning, piggybacking, summarizing, clarifying, paraphrasing*), in order to develop expressive language proficiency and **demonstrate deep or extended learning.** (4h, 5d, 6f, 8h)	Students engage in structured, **scaffolded** student-to-student academic dialogue aligned to the lesson objective in order to **develop expressive language proficiency and solidify learning.** Students demonstrate individual accountability, **equal participation, application of content vocabulary, and justification of ideas.** (4h, 8h)	Students engage in **structured**, student-to-student academic dialogue (*e.g., reporting, sharing, clarifying*), aligned to the lesson objective. Students demonstrate **individual accountability and use of content vocabulary.** (4h, 8h)	Students engage in student-to-student academic dialogue (*e.g., reporting, sharing, clarifying*). (4h, 8h)	
Teacher-to-Student Interaction	Observation	Post -Conf.	Elicits participation from **all students consistently** throughout the lesson for **each** sub-objective. **Students hold one another accountable for engagement in activities and responses.** (3c)	Elicits participation from **nearly all (95%-100%)** students for **most** sub-objectives, **through a systematic progression of purposeful questions and a variety of activities.** (8i)	Elicits participation from **most (85%-94%)** of the students at significant points during the lesson, through **purposeful questioning and/or activities** (*e.g., speak, write, signal, perform, think*) requires students to engage in covert (*internal*) thinking and provides sufficient wait time before calling on individual students. **Adjusts level of concern to promote mandatory participation through time limits, calling on non-volunteers, pacing, proximity, and/or performance checks.** (8i)	Elicits participation from **more than half** of the students during parts of the lesson, through questioning and/or activities (*e.g., speak, write, signal, perform, think*). **Utilizes questioning strategies that require covert** (*internal*) **thinking and sufficient wait time before calling on individual students.** (8i)	Elicits participation from **less than half** of the students, during parts of the lesson, through questioning and/or activities. (8i)	

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	5	4	3 Proficient	2	1	0
Element	Meets criteria at levels 3, 4, and 5.	Meets criteria at levels 3 and 4.				
Authentic Engagement (Observation / Post-Conf.)	Facilitates authentic engagement by: **(1) Involving all students in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work; and (2) Collaborates with all students to design and implement relevant learning experiences.** (2a, 3b, 5f, 5g, 7a, 8c, 8i)	Facilitates authentic engagement by assigning **differentiated, meaningful tasks that require complex thinking,** that most students associate with a result or outcome that has clear meaning and personal relevance. (2a, 7a, 8c, 8i)	Facilitates authentic engagement by assigning tasks that **most students** associate with a result or outcome that has clear meaning **and personal relevance** (*connects task(s) to learning outcome relative to big idea; purpose for learning*). (7a, 8c, 8i)	Assigns tasks that **some students associate with a result or outcome that has clear meaning**.	Assigns tasks that most students complete to avoid a negative consequence, or achieve an extrinsic outcome (*e.g., reading a book in order to pass a test*).	
Critical Thinking (Observation / Post-Conf.)	Students use complex reasoning **with planning over an extended period of time in connection with a long-term project, problem, performance, and/or investigation** (*e.g., process multiple conditions of a problem or task; use multiple sources to gather and synthesize information; examine and explain alternatives*). **Students monitor their thinking to ensure learning; seek knowledge about how they learn new concepts, facts, and procedures; gain control in directing their solution process.** (5f)	Students use complex reasoning for **more than one sub-objective** during the lesson to make new meaning not provided by the teacher (*e.g., apply a concept in a new context; develop a plan or sequence of steps; select or devise an approach to research a problem; recognize and explain misconceptions; propose and evaluate solutions to problems; draw conclusions; make connections across time and place to explain a concept or big idea; develop generalizations*). (5f)	Students **use complex reasoning to make new meaning not provided by the teacher** (*e.g., apply a concept in a new context; develop a plan or sequence of steps; select or devise an approach to research a problem; recognize and explain misconceptions; propose and evaluate solutions to problems; draw conclusions; make connections across time and place to explain a concept or big idea*). (5f)	Students **use information or conceptual knowledge to demonstrate comprehension** of content (*e.g., summarize essential points; express learning in a graph or non-linguistic representation; explain cause-effect relationship; categorize; infer*).	Students demonstrate recall of fact(s), information, or procedure(s).	

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Element	Descriptors					0
	5	**4**	**3** Proficient	**2**	**1**	
	Meets criteria at levels 3, 4, and 5.	Meets criteria at levels 3 and 4.				
Routines & Procedures Observation / Post-Conf.	**Students support each other** in consistently and effectively applying the routines and procedures **as members of a highly functioning learning community.** (3c, 3d)	Routines and procedures are **effectively and consistently utilized and internalized by students** to maximize instructional time. (3d)	**Supports students in utilizing routines and procedures to maximize instructional time**. (3a, 3d, 3f)	Implements routines and procedures to enable the classroom to run more smoothly. (3f)	Re-directs students to follow routines and procedures. (3f)	
Responsibility for Learning Observation / Post-Conf.	**Students are self-directed** learners who assume responsibility for productivity and maintain momentum without continuous monitoring. **Students use exemplary anchor papers, rubrics and/or other exemplary student work to evaluate their work and the work of others.** (3a, 3c, 3e)	**Collaborates with students** to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work. (3a, 3c, 3e)	**Conveys high expectations** for learning using **one or more** of the following strategies: ▪ Focuses students on their academic and/or social goals. ▪ Prompts students to monitor their own work habits and take initiative. ▪ Encourages students to use strengths as a basis for growth and their misconceptions as opportunities for learning. (3e)	**Conveys high expectations** for student work and behavior through statements of lesson objective expectations, references to criteria for quality, **and/or** asking students to share with one another what is expected.	Assigns work to students and addresses misbehavior.	

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