



Rubrics for Visional Outcomes

CURRICULUM				
Criteria	Ineffective	Somewhat Effective	Effective	Highly Effective
<b>Desired Outcomes</b> <i>Identify long-term transfer goals, overarching essential questions and big ideas, and content knowledge and skills that are targeted for learning.</i>	<p>Few if any outcomes have been identified. Those that have been developed focus more on activities than goals.</p> <p>There is no evidence of unit planning.</p>	<p>Outcomes, including transfer goals (disciplinary and cross-disciplinary), essential questions and big ideas, and knowledge and skills related to NAD standards, are incomplete and do not provide a robust foundation for unit planning.</p> <p>Outcomes are not aligned within and across units.</p>	<p>Measurable outcomes, including transfer goals (disciplinary and cross-disciplinary), essential questions and big ideas, and knowledge and skills related to NAD standards, serve as the foundation for unit planning.</p> <p>Most outcomes are aligned within and across units, but vertical and horizontal alignment are not always consistent.</p>	<p>Measurable outcomes, including transfer goals (disciplinary and cross-disciplinary), essential questions and big ideas, and knowledge and skills related to NAD standards, are stated as challenging goals and serve as the foundation for unit planning.</p> <p>Outcomes are aligned within and across units, ensuring vertical as well as horizontal alignment.</p>
<b>Proficiency Scales</b> <i>Develop learning continuums by sequencing learning targets that articulate distinct levels of knowledge and skills relative to specific standards.</i>	<p>There are few or no proficiency scales available.</p>	<p>Some proficiency scales and learning targets articulate a progression of complexity of knowledge and skills relative to specific standards.</p> <p>Some learning targets begin with a verb and are measurable. The cognitive rigor (DOK level) of the learning targets at score 3.0 is not taken into consideration when developing the learning targets. Prerequisite knowledge and skills at score 2.0 do not align with the learning targets at score 3.0.</p> <p>Some learning targets are restated in student-friendly language as “I Can” statements.</p>	<p>Most proficiency scales and learning targets articulate a progression of complexity of knowledge and skills relative to specific standards.</p> <p>Most learning targets begin with a verb and are measurable. The cognitive rigor (DOK level) of the learning targets at score 3.0 does not consistently align with the expectations of the standard. Prerequisite knowledge and skills at score 2.0 level are not complete.</p> <p>Most learning targets are restated in student-friendly language as “I Can” statements.</p>	<p>Proficiency scales and related learning targets articulate a progression of complexity of knowledge and skills relative to specific standards.</p> <p>Learning targets begin with a verb and are measurable. The cognitive demand (DOK level) at score 3.0 aligns to the expectations of the standard. Prerequisite knowledge and skills have been identified at the score 2.0 level.</p> <p>Learning targets are restated in student-friendly language as “I Can” statements.</p>
<b>Evidence</b> <i>Determine success criteria and assessment evidence that is needed for learners to demonstrate transfer and understanding of the desired outcomes.</i>	<p>A plan for assessing or monitoring student learning is not evident.</p>	<p>The plan for student assessment is not aligned with the instructional outcomes. Success criteria are incomplete and seldom shared with students.</p> <p>Assessments are primarily summative in nature and are seldom used to inform instruction.</p> <p>Students seldom monitor their own progress in achieving the outcomes.</p>	<p>The plan for student assessment is aligned with the instructional outcomes and includes clear success criteria that are communicated to students.</p> <p>Both formative and summative assessments are used, but there is no clear plan on how they are used to inform instruction.</p> <p>Students do not consistently monitor their own progress in achieving the outcomes.</p>	<p>The plan for student assessment is fully aligned with the instructional outcomes and includes clear success criteria that are not only shared with students but also show evidence of student participation in their development.</p> <p>Assessment is both formative and summative, including authentic performance tasks. Students monitor their own progress in achieving the outcomes.</p> <p>There is a plan for the use of assessment evidence to identify student strengths and areas for growth to inform future instruction for individual students.</p>
<b>Learning Plan</b> <i>Design learning experiences and instruction that are needed to prepare learners to accomplish the desired outcomes.</i>	<p>The series of learning experiences are poorly aligned with the outcomes and do not represent a coherent structure. They are suitable for only some students.</p>	<p>The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lessons or unit has a recognizable structure and reflects partial knowledge of students and resources.</p>	<p>The learning plan shows evidence of the coordination of knowledge of content, of students, and of resources, to design a series of learning experiences aligned to outcomes and suitable to groups of students. The lessons or unit has a clear structure and is likely to engage students in significant learning.</p>	<p>The learning plan shows evidence of the coordination of knowledge of content, of students, and of resources to design a series of learning experiences aligned to outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning.</p>

INSTRUCTION				
Criteria	Ineffective	Somewhat Effective	Effective	Highly Effective
<b>Prior Knowledge</b> <i>Adapt instruction to reflect learners’ prior knowledge of content as well as the dispositions and motivations they bring to school.</i>	<p>Assessment of students’ prior knowledge seldom takes place.</p> <p>Learning experiences are not differentiated based on prior knowledge so not appropriate for many students.</p> <p>The lesson or unit does not have a coherent structure or show evidence of individual student needs.</p>	<p>Assessment of students’ prior knowledge takes <b>place some of the time</b> at the beginning of each instructional unit.</p> <p>Learning experiences are not consistently differentiated based on prior knowledge so not appropriate for some students.</p> <p>The lesson or unit has a recognizable structure and reflects partial knowledge of students.</p>	<p>The assessment of students’ prior knowledge takes <b>place most of the time</b> at the beginning of each instructional unit.</p> <p>Learning experiences are differentiated based on prior knowledge where appropriate to make them suitable to most students.</p> <p>The lesson or unit has a clear structure and is likely to engage most students in significant learning.</p>	<p>The assessment of students’ prior knowledge takes place consistently at the beginning of each instructional unit.</p> <p>Learning experiences are differentiated based on prior knowledge where appropriate to make them suitable to all students and likely to engage them in significant learning.</p> <p>The lesson or unit structure is clear and allows for different pathways according to student needs.</p>
<b>Acquisition</b> <i>Inform learners as they acquire targeted knowledge and skills through direct instruction.</i>	<p>The series of learning experiences demonstrate poor alignment of strategies and resources appropriate for the acquisition of targeted knowledge and skills.</p>	<p>The series of learning experiences demonstrate partial alignment of strategies and resources appropriate for the acquisition of targeted knowledge and skills.</p>	<p>The instructional plan includes a series of learning experiences inclusive of strategies and resources appropriate for the acquisition of targeted knowledge and skills for groups of students.</p> <p>Strategies may include: lecture, demonstration, modeling, guided practice, feedback and corrections, differentiation, etc.</p>	<p>The instructional plan includes a series of learning experiences inclusive of strategies and resources appropriate for the acquisition of targeted knowledge and skills for all students.</p> <p>Strategies may include: lecture, demonstration, modeling, guided practice, feedback and corrections, differentiation, etc.</p>

<b>Meaning Making</b> <i>Guide learners as they construct meaning by actively processing important ideas through inquiry into complex problems.</i>	<p>The series of learning experiences demonstrate poor alignment of strategies and resources appropriate for meaning making.</p> <p>Big ideas and essential questions are not used.</p>	<p>The series of learning experiences demonstrate partial alignment of strategies and resources appropriate for meaning making.</p> <p>Meaning making is seldom fostered by big ideas and essential questions.</p>	<p>The instructional plan includes a series of learning experiences inclusive of strategies and resources appropriate for meaning making for groups of students.</p> <p>Meaning making is usually fostered by big ideas and essential questions.</p> <p>Strategies may include: divergent questions, concept attainment, inquiry approaches, problem-based learning, Socratic seminar, reciprocal teaching, etc.</p>	<p>The instructional plan includes a series of learning experiences inclusive of strategies and resources appropriate for meaning making for all students.</p> <p>Meaning making is fostered by big ideas and essential questions.</p> <p>Strategies may include: divergent questions, concept attainment, inquiry approaches, problem-based learning, Socratic seminar, reciprocal teaching, etc.</p>
<b>Transfer</b> <i>Support learners as they transfer their learning to new situations through authentic performance tasks.</i>	<p>The series of learning experiences demonstrate poor alignment of strategies and resources appropriate for the transfer of learning.</p> <p>Disciplinary practices and interdisciplinary outcomes (7Cs) are not used.</p>	<p>The series of learning experiences demonstrate partial alignment of strategies and resources appropriate for the transfer of learning.</p> <p>Transfer is seldom fostered by disciplinary practices and interdisciplinary outcomes (7Cs).</p>	<p>The instructional plan includes a series of learning experiences inclusive of strategies and resources appropriate for the transfer of learning for groups of students.</p> <p>Transfer is usually fostered by disciplinary practices and interdisciplinary outcomes (7Cs).</p> <p>Strategies may include: specific feedback in the context of authentic application, conferences, self-assessment and reflection prompts, etc.</p>	<p>The instructional plan includes a series of learning experiences inclusive of strategies and resources appropriate for the transfer of learning for all students.</p> <p>Transfer is fostered by disciplinary practices and interdisciplinary outcomes (7Cs).</p> <p>Strategies may include: specific feedback in the context of authentic application, conferences, self-assessment and reflection prompts, etc.</p>

ASSESSMENT				
Criteria	Ineffective	Somewhat Effective	Effective	Highly Effective
<b>Pre-assessments</b> <i>Gather evidence of prior knowledge which helps determine where to begin instruction and provides baseline data from which to plot students’ learning progress.</i>	<p>Assessment of students’ prior knowledge seldom takes place.</p> <p>The analysis of student data rarely takes place.</p>	<p>Assessment of students’ prior knowledge sometimes takes place at the beginning of each instructional unit but there is no variation in the assessment approaches.</p> <p>The analysis of student data is incomplete and does not effectively inform instructional planning and delivery.</p>	<p>The assessment of students’ prior knowledge usually takes place at the beginning of each instructional unit through the incorporation of a range of appropriate pre-assessments.</p> <p>Evidence of students’ knowledge and skills is identified through an analysis of student data to effectively inform instructional planning and delivery.</p>	<p>The assessment of students’ prior knowledge takes place consistently at the beginning of each instructional unit through the incorporation of a range of appropriate pre-assessments.</p> <p>Student learning needs are accurately identified through an analysis of student data; pre-assessment data is used to identify student strengths and areas for student growth.</p>
<b>Formative Assessments and Feedback</b> <i>Gather evidence of learning FOR short-term instructional adjustment and feedback that helps students take the next steps in the learning process.</i>	<p>Formative assessments are seldom used to plan future instruction or give feedback to students or the class.</p>	<p>Formative assessments are sometimes used to provide evidence of learning for short- or longer-term instructional and learning adjustment.</p> <p>Assessment data is sometimes used to plan future instruction for individual students as well as the whole class.</p> <p>Feedback is sometimes used to answer these three questions:  Where am I going?  Where am I now?  Where to next?</p>	<p>Formative assessments are used to provide evidence of learning for short- or longer-term instructional and learning adjustment.</p> <p>Assessment data is used to monitor progress and plan future instruction for individual students as well as the whole class.</p> <p>Feedback is used to answer these three questions:  Where am I going?  Where am I now?  Where to next?</p>	<p>A variety of formative assessments are consistently used to provide evidence of learning for short- or longer-term instructional and learning adjustment.</p> <p>Assessment data, including <i>MAP</i> results, is consistently used to monitor progress and plan future instruction for individual students as well as the whole class.</p> <p>Feedback is built into the formative learning cycle that is timely, specific, and corrective and answers these three questions:  Where am I going?  Where am I now?  Where to next?</p>

<b>Summative Assessments and Reporting</b> <i>Gather evidence of achievement OF desired outcomes at a point in time for reporting.</i>	<p>Summative assessments are seldom used to provide evidence of student achievement of desired outcomes for reporting purposes.</p> <p>Performance tasks are seldom used.</p> <p>Standards-based grading and reporting practices are not used.</p>	<p>Summative assessments are sometimes used to provide evidence of student achievement of desired outcomes for reporting purposes.</p> <p>Performance tasks are sometimes used.</p> <p>Standards-based grading and reporting practices are not consistently used.</p>	<p>Summative assessments are used to provide evidence of student achievement of desired outcomes for reporting purposes.</p> <p>Performance tasks are used when appropriate.</p> <p>Standards-based grading and reporting practices are used.</p>	<p>A variety of summative assessments are consistently used to provide evidence of student achievement of desired outcomes for reporting purposes. Assessments may include unit tests and end-of-course exams.</p> <p>Performance tasks are used when appropriate.</p> <p>Standards-based grading and reporting practices are consistently used.</p>
<b>Student-generated Assessments</b> <i>Develop student agency by providing opportunities for learners to monitor and self-regulate their own progress through self-assessments.</i>	<p>Students are seldom provided opportunities to self-assess their learning or develop goals related to desired outcomes.</p>	<p>Students are sometimes provided opportunities to self-assess their progress on achieving desired outcomes. Self-assessments may include success criteria in the form of rubrics or checklists.</p> <p>Students sometimes develop and track progress on personal goals related to desired outcomes.</p>	<p>Students are provided opportunities to self-assess their progress on achieving desired outcomes. Self-assessments may include success criteria in the form of rubrics or checklists.</p> <p>Students develop and track progress on personal goals related to desired outcomes, adopting new learning strategies to meet the goals. They use the three questions to guide the process:  Where am I going?  Where am I now?  What strategy or strategies will help me get to where I need to go?</p>	<p>Students are consistently provided opportunities to self-assess their progress on achieving desired outcomes. Self-assessments may include success criteria in the form of rubrics or checklists.</p> <p>Students consistently develop and track progress on personal goals related to desired outcomes, adopting new learning strategies to meet the goals. They use the three questions to guide the process:  Where am I going?  Where am I now?  What strategy or strategies will help me get to where I need to go?</p>

LEARNING ENVIRONMENT				
Criteria	Ineffective	Somewhat Effective	Effective	Highly Effective
<b>Relationships</b> <i>Creates an inclusive, student-centered environment in which relationships are built on trust, respect, and safety.</i>	<p>Patterns of interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students’ ages, cultural backgrounds, and developmental levels.</p> <p>Students are not willing to take intellectual risks.</p> <p>Classroom environment is unsafe, and learning is not accessible to many; there is poor alignment between arrangement of furniture and resources.</p>	<p>Patterns of interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students’ ages, cultures, and developmental levels.</p> <p>Students seldom take intellectual risks.</p> <p>Classroom is safe, and essential learning is accessible to most students; there are attempts to adjust furniture for a lesson.</p>	<p>Teacher-student and student-student interactions are friendly and demonstrate general caring and respect appropriate to the ages, cultures, and developmental levels of the students.</p> <p>Students may be somewhat cautious about taking intellectual risks.</p> <p>Classroom is safe, and students have equal access to learning activities; physical arrangement is appropriate to the learning activities.</p>	<p>Interactions between the teacher and students and among students are highly respectful and supportive, reflecting genuine warmth, caring, and sensitivity to the well-being of all.</p> <p>Students feel valued and are comfortable taking intellectual risks.</p> <p>Classroom environment is safe, and learning is accessible to all students. The physical arrangement is appropriate to the learning activities.</p>
<b>Teacher Clarity</b> <i>Establishes clear learning targets and success criteria that give focus to instruction and assessment.</i>	<p>Learning targets are not posted or accessible to students.</p> <p>Success criteria are not posted or accessible to students.</p> <p>Learning targets and success criteria are not communicated to students during the lesson.</p> <p>Students are not able to answer the 3 critical questions.</p>	<p>Learning targets are posted, but not accessible to students.</p> <p>Success criteria are posted, but not accessible to students.</p> <p>Learning targets and success criteria are communicated at the beginning of the lesson by the teacher.</p> <p>Students are able to answer the 3 critical questions with less than 50% proficiency.</p>	<p>Learning targets are posted and accessible to students. They are written in student-friendly language. They may or may not be aligned to the standard.</p> <p>Success criteria are posted and accessible to students. They may or may not be aligned to the learning targets.</p> <p>Learning targets and success criteria are communicated and referenced throughout the learning, mainly by the teacher.</p> <p>Students are able to answer the 3 critical questions with at least 50%-80% proficiency.</p>	<p>Learning targets are posted and accessible to students throughout the learning. They are written in student-friendly language in a way that actively engages students in the learning process. They state what the students will learn in relation to the standard.</p> <p>Success criteria are posted, accessible to students, and aligned to the learning targets and rigor of the standard.</p> <p>Learning targets and success criteria are routinely referenced throughout the learning by teacher and students.</p> <p>Students are able to answer the 3 critical questions with at least 80%-100% proficiency: Where am I going? How am I going? Where to next?</p>

<b>Engagement</b> <i>Designs relevant learning experiences that engage students through voice and choice.</i>	<p>Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher’s management of instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines.</p> <p>Students are not given opportunities to express voice and choice.</p> <p>Students are expected to work too much on their own, without adequate guidance from the teachers and/or before they are capable.</p>	<p>Some instructional time is lost due to partially effective classroom routines and procedures. The teacher’s management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.</p> <p>Students are given limited opportunities to express voice and choice.</p> <p>Students have limited opportunity to work independently from the teacher.</p>	<p>There is little loss of instructional time due to effective classroom routines and procedures. The teacher’s management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established routines.</p> <p>Students have some opportunities to express voice and choice, generally in less important matters (deciding how to divide tasks within a team or which website to use for research).</p> <p>Students work independently from the teacher to some extent, but they could do more on their own.</p>	<p>Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.</p> <p>Students have opportunities to express voice and choice on important matters (questions asked, texts and resources used, people to work with, products to be created, use of time, organization of tasks).</p> <p>Students have opportunities to take significant responsibility and work as independently from the teacher as appropriate, with guidance.</p>
<b>Challenge</b> <i>Provides rigorous experiences that balance difficulty and complexity and foster fluency, stamina, strategic thinking, and content expertise.</i>	<p>Classroom instruction is characterized by low expectations for task completion, with a lack of teacher or student commitment to learning.</p> <p>Teacher does not display a positive attitude for learning.</p>	<p>Instruction and interactions convey only modest expectations for student learning and achievement, with little commitment to learning by the teacher or students.</p> <p>Teacher rarely displays a positive attitude for the importance of the work, and students are minimally engaged.</p>	<p>The teacher creates a culture where instructional outcomes and classroom interactions convey high cognitive expectations for most students and learning is valued by all.</p> <p>Students understand their role as learners, engaging in challenging work and demonstrating enthusiasm and effort in completing work.</p>	<p>Instructional outcomes and classroom interactions convey a shared belief in the importance of learning and high expectations for all students.</p> <p>Students engage in complex cognitive tasks, and there is evidence of students assuming responsibility for learning and constructing their own knowledge.</p>