

Appendix N: Evaluation Rubrics

| Stage 1: PLANNING FOR INSTRUCTION AND ASSESSMENT RUBRIC | | | |
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| Criteria | Unsatisfactory | Basic | Proficient |
| 1) Connection of learning targets to standards | Standards being taught are not at grade level or there is no alignment | Standards are at grade level and there is alignment between the target and standards | Standards are at grade level, there is alignment between the target and standards, and the students can explain why the targets are important |
| 2) Performance/Learning Task | There is poor alignment between the learning target, or the task requires only rote responses | There is partial alignment between the learning target and the task, or the task only requires a mixture of low-level thinking and recall | Learning target is aligned or the task challenges students to think |
| 3) Students' prior learning and experiences are related to the learning tasks | Lesson does not link to previous or future lessons | Lesson is linked to previous and/or future lessons | The lesson is linked to previous and/or future lessons and the students can explain previous and future links to what they are learning |
| 4) Quality of Assessments | Assessments are not aligned with task or missing | Assessments allow students to demonstrate learning but do not address their thinking | Assessments provide information on a student's thinking and needs |
| 5) Key literacy strategies and mathematical representations are modeled and practiced during the lesson | Literacy strategies are not modeled, or the focus is rote procedures | Literacy strategies or mathematical representations are modeled but students do not practice or apply what is modeled | Literacy strategies or mathematical representations are modeled, and students have time to practice and apply what was modeled |

| Criteria | Unsatisfactory | Basic | Proficient |
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| 6) The academic language demands and supports are aligned with the learning tasks | The lesson plan is missing language demands or they are not related to the task. Supports are missing, vague, or not related. | The lesson identifies vocabulary as the major language demand and supports primarily address vocabulary. | The lesson plan identifies vocabulary, plus additional language demands, and includes general supports |
| 7) Differentiation and scaffolding are provided to meet the needs of all students | Does not know or understand or use interventions that address student needs. | Identifies interventions that meet the needs of students but doesn't implement adequately with identified students | Identifies and adequately implements interventions that meet the needs of the identified students |
| 8) Lesson plan includes questions that require students to use Higher Order Thinking Skills to deepen their understanding | Questions are written at a low cognitive level which require single responses. | Questions are written at a low cognitive level, but some responses may require more than a single response. | Questions written may be a mixture of low-level cognition, but some promote thinking. |
| 9) Plan indicates when students will have opportunities to self-reflect on the learning target, its importance to their learning, how to access resources, and their progress towards mastery of the target | There is nothing in the lesson plan that provides students with the opportunities to self-reflect on the learning target, its importance to their learning, how to access resources, and their progress towards mastery of the target | There is some mention of learning targets in the lesson plan that provides students with the opportunities to self-reflect on the learning target, its importance to their learning, how to access resources, and their progress towards mastery of the target at the start of the lesson | There are multiple opportunities that provide students with the opportunities to self-reflect on the learning target, its importance to their learning, how to access resources, and their progress towards mastery of the target and strategies for using the learning target throughout the lesson are mentioned. |

Work of Danielson, Marzano, 5D+, and UWT was used to create these rubrics (OSPI, n.d.).

| Stage 2: Opening | | | | | | |
|---|---|---|--|---|---|--|
| Criteria | Unsatisfactory | | Basic | | Proficient | |
| | Teacher Evidence | Student Evidence | Teacher Evidence | Student Evidence | Teacher Evidence | Student Evidence |
| a) Classroom arrangement and resources | Teacher has not arranged the room so that a safe environment is created and/or does not locate resources so that they are accessible to all students. | Physical environment is unsafe, and/or resources are not available to them because they were not accessible | Teacher has arranged the classroom environment so that it is safe, and students have access to the resources | Students are safe and using the resources provided for the lesson | Teacher has arranged the classroom environment so that it is safe, students have access to the resources, and the room arrangement supports and provides scaffolding for learning | Students are safe, using the resources, and using the arrangement of the room for learning |
| b) Learning Routines | There are no established routines evident and much instructional time is lost | Students do not respond to teacher cues and signals, room is chaotic, and some students are unable to regulate their own behavior | Teacher is using routines in the classroom and there is little loss of instructional time | Students are following established routines and recognize cues and signals from the teacher | Teacher is using routines in the class and monitors the effect of their use on the classroom and instructional time is maximized | Students are following established routines, recognize cues and signals from the teacher, and most students can self-regulate their own behavior |
| Evaluator's Feedback and Evidence | | | | | | |

| Stage 2: Opening | | | | | | |
|--|--|---|--|--|---|---|
| Criteria | Unsatisfactory | | Basic | | Proficient | |
| | Teacher Evidence | Student Evidence | Teacher Evidence | Student Evidence | Teacher Evidence | Student Evidence |
| c) Connects new content to students' prior learning and experiences | The learning target is posted and read to students at the beginning of the lesson | Students listen as the teacher reads the learning target from the board | Learning target is posted and only referred to at the beginning of the lesson | Learning target is posted and students read it from the board and interact with peers only at the beginning of the lesson. | Learning target is posted and is referred to throughout the lesson | Learning target is posted and students reflect on the learning target's importance to their learning, their progress towards mastery of the target, and how to access needed resources. |
| d) Introduces the learning target | Little or no understanding of how students learn or little knowledge of their backgrounds/cultures/interests | Little interest in the lesson | Aware of students' backgrounds/cultures/ interests but not incorporated it enough to motivate students | Most are ready to begin the lesson | Teacher has incorporated the backgrounds/cultures/interests into this portion of lesson | Students are eager to begin the lesson |
| Evaluator's Feedback and Evidence | | | | | | |

Work of Danielson, Marzano, 5D+, and UWT was used to create these rubrics (OSPI, n.d.)

| Stage 2: Positive Learning Environment | | | | | | |
|--|--|--|--|--|---|--|
| Criteria | Unsatisfactory | | Basic | | Proficient | |
| | Teacher Evidence | Student Evidence | Teacher Evidence | Student Evidence | Teacher Evidence | Student Evidence |
| a) Student status | Does not have positive relationships with students that attend to the well-being of students | May engage in rivalry or unhealthy competition or inappropriate behavior or become withdrawn | Have positive teacher- student relationships but show favoritism to some students | Misbehaviors by some students Non-participation | Develops positive teacher-student relationships & helps to foster positive student – student relationships | All feel valued and eagerly participate in class activities |
| b) Monitors student behavior “With-it-ness” | Unaware of student misbehavior or off-task behaviors Appears to be helpless when students misbehave | Students may not do their work Violate class rules without teacher awareness Students may feel embarrassed or ashamed after teacher responds to their behavior Students may challenge the teacher | Aware of what students are doing by moving around the room, scanning the room, and addresses misbehavior Attempt to keep track of behaviors but has no tracking system Responses to misbehavior are inconsistent | Students are on-task when they feel teacher is aware of their behavior Some misbehaviors continue or increase because the responses to their misbehavior are inconsistent | Aware of what students are doing by moving around the room, scanning the, room, addresses misbehavior, and has other strategies available if the usual strategies are not working | Students misbehavior decreases when the teacher uses effective behavior strategies Behavior is appropriate Students intervene with peers in a positive way when they are not complying with rules of classroom |

| Stage 2: Positive Learning Environment | | | | | | |
|--|---|---|---|--|---|---|
| Criteria | Unsatisfactory | | Basic | | Proficient | |
| | Teacher Evidence | Student Evidence | Teacher Evidence | Student Evidence | Teacher Evidence | Student Evidence |
| c) Manages disruptions | Uses strategies incorrectly or with parts missing or does not address misbehavior | Disruptions escalate and more are becoming disruptive | Acts in an objective and controlled manner but is inconsistent when applying consequences or is ineffective | Disruptions deescalate but some continue | Acts in an objective and controlled manner and is effective and consistent when applying consequences | Respond to consequences or no intervention is required for the behavior |
| Evaluator's Feedback and Evidence | | | | | | |

Work of Danielson, Marzano, 5D+, and UWT was used to create these rubrics (OSPI, n.d.).

| Stage 2: Lesson Body | | | | | | |
|--|--|--|--|--|--|---|
| Criteria | Unsatisfactory | | Basic | | Proficient | |
| | Teacher Evidence | Student Evidence | Teacher Evidence | Student Evidence | Teacher Evidence | Student Evidence |
| a) Review of content that highlights critical information | No review is provided | Students are unable to explain how what they are learning is connected to what was previously learned | Brief review of content that links to critical information for this lesson | Can describe previous content but may not be able to connect it with the critical information in today's lesson | Brief review of content that links to critical information for this lesson and monitors to make sure students understand the connections | Actively participate in the review of previous information and can explain how it connects with today's critical information |
| b) Identifies and presents academic vocabulary aligned to the learning target and provides opportunities for students to work with the vocabulary | Vocabulary is not presented, or definitions are provided for the words | Students copy definitions from books/computer Can't remember vocabulary presented in previous lessons | Important vocabulary is presented but students don't internalize the meaning of the words using their own background knowledge | Vocabulary notebooks contain definitions not written in their own words along with pictures/symbols Vocabulary from previous lessons may be used incorrectly by some Attempts to use previous and currently vocabulary correctly | Important vocabulary is presented, and students internalize the meaning of the words using their own background knowledge | Vocabulary notebooks contain definitions written in their own words along with pictures and examples Uses vocabulary from previous lessons Students can use current and previous lessons correctly in conversations |
| Evaluator's Feedback and Evidence | | | | | | |

Stage 2: Lesson Body

| Criteria | Unsatisfactory | | Basic | | Proficient | |
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| | Teacher Evidence | Student Evidence | Teacher Evidence | Student Evidence | Teacher Evidence | Student Evidence |
| c) Communicates with students | <p>Does not present the information for understanding what students will be doing</p> <p>Vocabulary used is at an inappropriate level for the age group or the diversity of the students</p> | <p>Disruptive behaviors</p> <p>Don't understand and withdraw from lesson or talk with each other so they can follow along</p> | <p>Explanation is teacher driven with little student participation</p> <p>Vocabulary is above or below what the students can use</p> | <p>Student asks questions about what he/she is supposed to be doing</p> <p>Students become inattentive</p> | <p>Clearly communicates to the students what they are learning and the purpose of the lesson</p> <p>Invites students to participate</p> | <p>Few questions about what they are learning and how they are to accomplish the task</p> <p>Students clarify the learning task for peers or provide additional information about the content</p> |

Stage 2: Lesson Body

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| Criteria | | Criteria | | Criteria | | Criteria |
| | Teacher Evidence | Student Evidence | Teacher Evidence | Student Evidence | Teacher Evidence | Student Evidence |
| d. Questioning, Discussion, and Student Talk | <p>Teacher only ask questions that require a single answer and don't require thinking</p> <p>Questions are asked that require students to respond to the teacher and not others</p> <p>Dominates the talk</p> | <p>Only students with hands up are asked to respond to questions</p> <p>Some students may dominate the discussion</p> <p>Questions answered only require recall or are read from resources around the room</p> <p>Student talk is not related to the lesson</p> | <p>Questions are asked that attempt to promote student involvement and thinking</p> <p>Questions only reflect discipline – specific knowledge</p> | <p>Most of the questions answered are at the recitation/recall level</p> <p>Little student involvement</p> <p>Student may not answer the question or add to discussion when asked</p> <p>Students do not provide evidence of their thinking</p> | <p>Questions asked are a mixture of low – level and those that promote student thinking and understanding</p> <p>Questions encourage student interaction with teacher and peers</p> | <p>Students comment on the responses of other students</p> <p>Students share with partner and then share with the larger group</p> <p>Students provide evidence of their thinking</p> |

Stage 2: Lesson Body

| Criteria | Unsatisfactory | | Basic | | Proficient | |
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| | Teacher Evidence | Student Evidence | Teacher Evidence | Student Evidence | Teacher Evidence | Student Evidence |
| e) Ownership of learning | Teacher does not allow students to take ownership of learning. | Students are using rote procedures, worksheets, and do not engage with other students When work is completed, students are given additional assignments/work sheets to complete | Teacher provides some opportunities and strategies for students to take some control of their learning, but locus of control remains with teacher. | Students are assigned to groups and given an assignment to complete Strategies that can be chosen from are limited and posted for them to select | Teacher provides opportunities and strategies for students to take control of their learning, and locus of control is given to students | Students self -select groups Multiple options are provided, or students make come up with different options for completing the task Resources are provided but students are free to use others after checking with their teacher |
| Evaluator's Feedback and Evidence | | | | | | |

| Stage 2: Lesson Body | | | | | | |
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| Criteria | Unsatisfactory | | Basic | | Proficient | |
| | Teacher Evidence | Student Evidence | Teacher Evidence | Student Evidence | Teacher Evidence | Student Evidence |
| f) Chunking of content | Teacher presents lesson without stopping | Students become lost in the lesson Students withdraw or become complacent Behavior problems may arise | Teacher breaks content into small chunks based on the needs of students but does not monitor student progress to see if the chunking is appropriate | Some students may be unable to process the chunks with peers Don't know what the teacher expects them to do when the lesson stops at certain points Can't explain why the teacher stops instruction | Teacher breaks content into small chunks based on the needs of students and monitors for appropriateness of chunks and makes instructional decisions based on the monitoring | Most students can process the chunks with peers Know what is expected of them when the teacher stops at certain points in the lesson Can explain why the teacher stops instruction at various points during the lesson |
| g) Grouping | Teacher has students sitting in rows and working alone | Students complete work alone and answer questions when called upon by teacher | Students are placed in groups, but teacher does not monitor groups | Students may be off-task in their groups Work is not being completed or students rush to finish the work when time is almost up | Students are placed in groups and teacher provides constant monitoring | Students respond to questions posed to the group that require them to demonstrate deep understanding Small instructional stations may be used while other students are engaged in task so that students understanding can be monitored |

| Stage 2: Lesson Body | | | | | | |
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| Criteria | Unsatisfactory | | Basic | | Proficient | |
| | Teacher Evidence | Student Evidence | Teacher Evidence | Student Evidence | Teacher Evidence | Student Evidence |
| h) Provides practice activities for skills, strategy, and/or processes to help students develop fluency | Teacher uses little time to allow students to develop skills, strategies, or processes | Students are unable to develop any level of fluency due to the short amount of practice time | Teacher provides engaging and enough practice time but does not monitor student practice | Students may be off task At end of lesson there is increased competency for some of the students | Teacher provides engaging and enough practice time but does not monitor student practice | Teacher moves around to monitor students' practice Students are recording their results to show if their competency has increased |
| i) Engages students in cognitively complex task with the resources and guidance needed | A complex task is not provided | Students continue to do work at lower levels of cognition that do not require reasoning or thinking | Teacher provides resources and needed guidance, but the task is still at the lower – level of cognition | Students may be completing activities Students are completing task that require little thinking and there is a lack of interaction with peers in a group Students want to “finish” and are not interested in pursuing the content further | Teacher provides resources and needed guidance and complex tasks | Students may be engaged in decision - making, problem-solving, experimental, or investigative tasks Groups are working together to complete the task Seek out the teacher for assistance when needed |
| Evaluator's Feedback and Evidence | | | | | | |

| Stage 2: Lesson Body | | | | | | |
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| Criteria | Unsatisfactory | | Basic | | Proficient | |
| | Teacher Evidence | Student Evidence | Teacher Evidence | Student Evidence | Teacher Evidence | Student Evidence |
| j) Probes incorrect answers | Teacher ignores or is not aware that an incorrect answer is given due to lack of knowledge in the content | Students may refuse to answer questions asked | <p>Teacher is not consistent with the probing of incorrect answers due to lack of knowledge or student status</p> <p>May rephrase questions or break questions into simpler/smaller parts for some students</p> <p>Students are not provided enough think time</p> | <p>Student may comment that teacher allows them “off the hook” sometimes or gives up on some students</p> <p>Students become frustrated and withdraw because not enough think time has been given before being asked to answer the question</p> | Responses of all students are monitored, and the incorrect answers of all students are addressed | <p>Students may comment teacher will not allow them “off the hook” and never gives up on anyone</p> <p>Students respond to questions later after they have had time to collect their thoughts and given think time</p> |
| k) Manages response rates | Allows too much time or not enough time for students to respond to questions | <p>Few respond to the teacher’s questions</p> <p>Lots of off-task behaviors</p> | Uses response rate techniques but is not checking to see if effective | <p>Students lose interest</p> <p>Misbehaviors begin to occur</p> <p>Only some students respond to questions</p> <p>Some are unable to describe their thinking about questions asked</p> | Uses a variety of techniques such as wait time, response cards, choral response, and keeps track of the responses | <p>Multiple students or entire class responds to questions</p> <p>Can describe their thinking about questions asked</p> |

| Stage 2: Lesson Body | | | | | | |
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| Criteria | Unsatisfactory | | Basic | | Proficient | |
| | Teacher Evidence | Student Evidence | Teacher Evidence | Student Evidence | Teacher Evidence | Student Evidence |
| I) Demonstrate intensity and enthusiasm | Teacher presents materials but shows no intensity or enthusiasm for the material being taught | Students ask why they must learn this Student apathy around learning | Teacher is intense and enthusiastic but doesn't note if students are engaged | Students may show interest but that begins to wane as time passes Students begin to connect the teacher's intensity and enthusiasm with their interests | Teacher is intense and enthusiastic but changes strategies and methods if students aren't also engaged. | Students share the enthusiasm and intensity of the teacher by being engaged and involved May use physical gestures, different voice tones, and levels of attention increase |
| Evaluator's Feedback and Evidence | | | | | | |

| Stage 2: Lesson Body | | | | | | |
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| Criteria | Unsatisfactory | | | Basic | Proficient | |
| | Teacher Evidence | Student Evidence | Teacher Evidence | Student Evidence | Teacher Evidence | Student Evidence |
| m) Uses available resources and technology | No resources or technology is used during the lesson | Students are working from the textbooks | Plans and prepares for student use of the same resources and technology | Students are provided only one resource to use in learning Technology is limited to one site or program for all students to use for his/her learning | Plans and prepares for the use of resources and technology in the lesson | Students are accessing the needed resources and technology needed for his/her learning Students select from a variety of resources and technology to complete the task |
| Evaluator's Feedback and Evidence | | | | | | |

| Stage 2: Lesson Body | | | | | | |
|--|---|---|---|---|---|--|
| Criteria | Unsatisfactory | | Basic | | Proficient | |
| | Teacher Evidence | Student Evidence | Teacher Evidence | Student Evidence | Teacher Evidence | Student Evidence |
| n) Flexibility and Responsiveness | Adheres to lesson plan with awareness of the fact that students do not understand or are not interested | <p>Questions asked and ignored</p> <p>Students having trouble are blamed for their failure to learn</p> <p>Boredom is evident</p> <p>Students feel their ability to learn may not matter to the teacher</p> | <p>Attempts to modify the lesson when students show lack of understanding or are not interested</p> | <p>Students feel they are responsible for their learning and the teacher is unwilling to help them</p> <p>Students become frustrated/angry because the strategies being used are not helping them to learn</p> <p>Modifications have very little impact on the learning of all students</p> | <p>Teacher adjust lessons to assist individual students</p> <p>Uses teachable moments</p> <p>Let's students know lesson isn't finished until all students have some degree of success</p> | <p>Most of the students express interest and continue to persist at task with the adjustments</p> <p>Students enjoy learning about spontaneous events or teachable moments</p> |
| Evaluator's Feedback and Evidence | | | | | | |

Work of Danielson, Marzano, 5D+, and UWT was used to create these rubrics (OSPI, n.d.).

| Stage 2: Closure | | | | | | |
|---|--|---|---|---|--|--|
| Criteria | Unsatisfactory | | Basic | | Proficient | |
| | Teacher Evidence | Student Evidence | Teacher Evidence | Student Evidence | Teacher Evidence | Student Evidence |
| a) student voice (naming the target, why it is important, how they can reach the target and available resources) | Provides no opportunities for students to assess their own learning | Self – assessment is not made available to students | Opportunities are provided to assess own learning | Students may not know if he/she mastered the learning target for the day | Opportunities are provided that allow students to deepen their understanding of progress towards the target | Students know if the target was mastered and can provide evidence to show it was or was not and what they can do to advance their learning |
| b) assesses academic learning and language | Little or no assessment or monitoring of student learning Feedback is not provided or of a poor quality | Unaware of the assessment criteria Students are not involved in the evaluation of the peers/own learning | Assessments are used sporadically Feedback is general Assessments are not used to diagnose evidence of learning | Partially aware of the criteria being used to assess their work Few evaluate their own work When evaluation is completed, students do not use the information to improve their learning | Assessment is used regularly Feedback is accurate & specific Questions & prompts diagnose evidence of learning | Students use feedback to advance their learning Self – assessment & monitoring of progress is kept in a journal |
| Evaluator's Feedback and Evidence | | | | | | |

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