

# Rigor Rubric

Support teachers in building effective instruction based on rigorous expectations. The three indicators for rigor are: thoughtful work, high-level questioning, and academic discussion.

Thoughtful Work	1 – Beginning	2 – Emerging	3 – Developed	4 – Well Developed
<b>Student Learning</b>	<ul style="list-style-type: none"> <li>Students demonstrate their learning by completing recall and retell tasks. Most tasks draw on memorization and focus on answering recall-type questions.</li> </ul>	<ul style="list-style-type: none"> <li>Students demonstrate their learning by completing tasks that require comprehension.</li> <li>There are opportunities for students to demonstrate mastery through learning tasks that require them to apply knowledge and comprehend content.</li> </ul>	<ul style="list-style-type: none"> <li>Students demonstrate their learning by completing tasks that validate their ability to analyze, synthesize, and/or evaluate new instructional content.</li> <li>Tasks include the opportunity for students to respond to content through inquiry and interpretation.</li> </ul>	<ul style="list-style-type: none"> <li>Students develop their own learning tasks that stretch their creativity, originality, design, or adaptation.</li> <li>Tasks include the opportunity for students to assess their own learning and move forward to adapt their knowledge to new activities.</li> </ul>
<b>Instructional Design</b>	<ul style="list-style-type: none"> <li>Learning tasks include one assigned way for students to demonstrate their thinking.</li> </ul>	<ul style="list-style-type: none"> <li>Learning tasks include one or more assigned ways for students to demonstrate their thinking.</li> </ul>	<ul style="list-style-type: none"> <li>Learning tasks allow students to self-select options to best represent their thinking.</li> </ul>	<ul style="list-style-type: none"> <li>Learning tasks extend students' learning, inspiring them to pursue self-discovery.</li> </ul>
High-Level Questioning	1 – Beginning	2 – Emerging	3 – Developed	4 – Well Developed
<b>Student Learning</b>	<ul style="list-style-type: none"> <li>Students respond to questions that mainly focus on basic recall and retell.</li> <li>Few students ask questions, and most questions asked focus on basic recall or retelling of content.</li> </ul>	<ul style="list-style-type: none"> <li>Students respond to questions that demonstrate a comprehension of content.</li> <li>Students have opportunities to ask questions during the lesson and most questions focus on comparing and contrasting information.</li> </ul>	<ul style="list-style-type: none"> <li>Students fully explain and justify their thinking when responding to questions that demonstrate different levels of thinking, including questions that require analysis, synthesis, and evaluation of information.</li> <li>During the lesson, students generate questions about content that demonstrate rigorous independent thinking.</li> </ul>	<ul style="list-style-type: none"> <li>Students actively engage in developing rigorous questions to challenge the thinking of their peers.</li> <li>Students are able to respond to rigorous questions generated by peers with little guidance from the teacher.</li> </ul>
<b>Instructional Design</b>	<ul style="list-style-type: none"> <li>Lesson mainly includes questions at the recall and retell level, and/or not all students are required to respond to each question.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson includes questions at a range of levels, but not all students are required to respond to each question.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson uses questioning to carefully support students in moving to higher levels of thinking, ensuring that all students have an opportunity to respond.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson is designed to inspire all students to engage in high-level questioning around the learning task with their teachers and peers.</li> </ul>
Academic Discussion	1 – Beginning	2 – Emerging	3 – Developed	4 – Well Developed
<b>Student Learning</b>	<ul style="list-style-type: none"> <li>Student discussion is driven by the teacher and mainly remains at the retell level, mostly using everyday language, with little to no evidence of academic or domain-specific vocabulary.</li> <li>Student discussion focuses on a variety of topics with each student offering his/her own thinking without using ideas from peers.</li> </ul>	<ul style="list-style-type: none"> <li>Student discussion, structured by prompts from the teacher, includes a combination of retelling, analysis, and/or stating a claim and defending it with evidence.</li> <li>Students provide explanations or evidence of their thinking and respond to their peers' comments.</li> </ul>	<ul style="list-style-type: none"> <li>Students engage with peers in teacher-guided academic discussions focused on analysis, synthesis, and evaluation of content-driven topics, using academic language to express their thinking regarding the major concepts studied.</li> <li>Students support their ideas with concrete explanations and evidence, paraphrasing as appropriate, and build on or challenge the ideas of others.</li> </ul>	<ul style="list-style-type: none"> <li>Students primarily drive the discussion, consistently adding value to the dialogue with their peers and teacher, and respecting the opinion and thoughts of both; the lesson shifts to conversation rather than a Q&amp;A session regarding the major concepts studied.</li> <li>Students are able to stay focused on the activities of inquiry and engage in dialogue, using content-rich vocabulary with their peers.</li> </ul>
<b>Instructional Design</b>	<ul style="list-style-type: none"> <li>Lesson mostly structures discussion as teacher-led, with the majority of interactions as teacher to student.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson structures discussion as a mix of teacher-led and peer-to-peer with the teacher facilitating the majority of discussions.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson mostly structures discussion as independent peer-to-peer. The teacher facilitates and redirects the discussion as needed, while evaluating the quality.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson is designed to inspire students to independently engage in dialogue and add valuable academic content around the learning tasks.</li> </ul>

# Relevance Rubric

Support teachers in building effective instruction based on relevance of experiences to learners. The three indicators for relevance are: meaningful work, authentic resources, and learning connections.

Meaningful Work	1 – Beginning	2 – Emerging	3 – Developed	4 – Well Developed
<b>Student Learning</b>	<ul style="list-style-type: none"> <li>Student work is procedural and structured, reflecting a basic understanding of information learned during the lesson/unit.</li> <li>Student work focuses on class-specific content, with an emphasis on building skills, developing comprehension, or other foundational skills.</li> </ul>	<ul style="list-style-type: none"> <li>Students think critically about content and apply information learned to address a specific task. Student work demonstrates originality.</li> <li>Student work requires application of knowledge learned during the lesson/unit.</li> </ul>	<ul style="list-style-type: none"> <li>Students think critically about content and apply information learned to address a range of cross-disciplinary tasks. Student work demonstrates creativity and originality.</li> <li>Student work requires real-world predictable and/or unpredictable application that has a direct connection to a career in the related field of study.</li> </ul>	<ul style="list-style-type: none"> <li>Students think and act critically to curate content and apply information learned to address a range of cross-disciplinary tasks which are both creative and original.</li> <li>Student work requires the ability to select, organize, and present content through relevant products with multiple solutions.</li> </ul>
<b>Instructional Design</b>	<ul style="list-style-type: none"> <li>Lesson provides students an opportunity to demonstrate foundational understanding of content.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson provides students an opportunity to complete a specific task that requires application of knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson provides students an opportunity to select from a range of real-world, relevant tasks, using critical thinking about new learning to complete the task.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson inspires students with an opportunity to think critically about new learning to create their own real-world, relevant tasks.</li> </ul>
Authentic Resources	1 – Beginning	2 – Emerging	3 – Developed	4 – Well Developed
<b>Student Learning</b>	<ul style="list-style-type: none"> <li>Students mainly engage with one source of information for the lesson and/or unit.</li> <li>Students use one source to complete tasks focused on making simple connections to content.</li> </ul>	<ul style="list-style-type: none"> <li>Students engage with one primary source of information for the lesson and/or unit, and use secondary resources to support it.</li> <li>Students use one or more sources to complete real-world tasks focused on making simple connections to content.</li> </ul>	<ul style="list-style-type: none"> <li>Students engage with multiple sources of information, both primary and secondary, during a lesson/unit.</li> <li>Students use multiple sources of information to complete real-world tasks involving comparisons, analysis, argument, and research.</li> </ul>	<ul style="list-style-type: none"> <li>Students engage with multiple sources of information, both primary and secondary, during a lesson/unit, including multi-format resources.</li> <li>Students select and use a variety of resources to solve predictable or unpredictable real-world scenarios.</li> </ul>
<b>Instructional Design</b>	<ul style="list-style-type: none"> <li>Lesson relies on one source of information. The unit/lesson is organized around the structure of the content-specific text.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson is structured around an essential understanding/question, uses primary and secondary sources, and includes opportunities for students to connect content to a content-specific text and an additional resource.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson is structured around an essential understanding/question and relies on multiple authentic texts and resources to conduct comparisons, analysis, arguments, research, and other relevant, real-world tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson is structured around an essential understanding/question and relies on students to select multiple authentic texts and resources to engage in real-world problem solving.</li> </ul>
Learning Connections	1 – Beginning	2 – Emerging	3 – Developed	4 – Well Developed
<b>Student Learning</b>	<ul style="list-style-type: none"> <li>Students seldom have the opportunity to engage in content that has explicit connection to real-world application.</li> <li>Some students may attempt to make connections between content learned and real-world application, but these connections are volunteered rather than included as part of the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Students occasionally engage in content that has explicit connection to real-world application.</li> <li>Some students begin to articulate the connections between content learned and real-world application.</li> </ul>	<ul style="list-style-type: none"> <li>Students engage in content that has explicit connections to real-world applications.</li> <li>Students clearly articulate the connections between content learned and real-world application.</li> </ul>	<ul style="list-style-type: none"> <li>Students discover opportunities to apply content to their lives as well as real-world application.</li> <li>Students independently make thoughtful connections between content learned and real-world unpredictable situations.</li> </ul>
<b>Instructional Design</b>	<ul style="list-style-type: none"> <li>Lesson provides appropriate content, but without explicit connections to real-world application.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson provides some opportunities to connect content learned to real-world application.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson provides multiple explicit opportunities for students to connect content learned to real-world applications.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson inspires students to create their own opportunities to connect content learned to their lives, as well as real-world applications.</li> </ul>

# Learner Engagement Rubric

Support teachers in creating and implementing an effective learner environment that is engaging and aligned to learner needs. The three indicators for learner engagement are: active participation, learning environment, and formative processes and tools.

Active Participation	1 – Beginning	2 – Emerging	3 – Developed	4 – Well Developed
<b>Student Learning</b>	<ul style="list-style-type: none"> <li>Limited student engagement, with the exception of hand-raising. Some students are off-task or have disengaged from the lesson and are not redirected.</li> <li>Lesson is teacher led and students progress through new learning with some challenges with productivity.</li> </ul>	<ul style="list-style-type: none"> <li>Most students remain focused and on-task during the lesson. Students answer questions when asked, but not all students have the opportunity to actively respond.</li> <li>Lesson is led by the teacher, and students productively progress through new learning.</li> </ul>	<ul style="list-style-type: none"> <li>All students remain on-task, responding to frequent opportunities for active engagement throughout the lesson.</li> <li>Lesson is led by both teacher and students, and students productively progress through new learning.</li> </ul>	<ul style="list-style-type: none"> <li>All students remain on-task and proactively engaged throughout the lesson.</li> <li>Students take ownership of learning new content, actively seeking ways to improve their own performance.</li> </ul>
<b>Instructional Design</b>	<ul style="list-style-type: none"> <li>Lesson relies mainly on direct instruction with few opportunities for student engagement through application.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson relies on one or two strategies designed to engage students, with the lesson focused more on direct instruction than on student engagement through application.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson provides multiple strategies designed to maximize student engagement, and contribution is monitored to ensure full participation.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson achieves a focus on student-centered engagement where the students monitor and adjust their own participation.</li> </ul>
Learning Environment	1 – Beginning	2 – Emerging	3 – Developed	4 – Well Developed
<b>Student Learning</b>	<ul style="list-style-type: none"> <li>Students rely on peers or teacher for answers to questions. There is a lack of evidence of students being required to persevere in responding to rigorous tasks or questions.</li> <li>Students demonstrate a lack of respect for peers, teacher, and/or learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>Students exhibit some evidence that they are beginning to take risks and persevere in learning rigorous content.</li> <li>Students demonstrate respect for the learning environment, but challenges exist in demonstrating respect for peers.</li> </ul>	<ul style="list-style-type: none"> <li>Students are encouraged to take risks and persevere through productive struggle. Students are praised for demonstrating commitment to learning.</li> <li>Students demonstrate respect for peers, teacher, and the learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>Students are encouraged to take risks and persevere through productive struggle. Students are provided with effective feedback to guide them in their learning.</li> <li>Students demonstrate respect for peers, teacher, and the learning environment.</li> </ul>
<b>Instructional Design</b>	<ul style="list-style-type: none"> <li>Classroom learning procedures and routines are inconsistently communicated and/or implemented.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom learning procedures and routines are visible, but are not consistently implemented.</li> </ul>	<ul style="list-style-type: none"> <li>Clear classroom learning procedures and routines are visible and are consistently implemented.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom learning procedures and routines are clearly established, but remain flexible and fluid to adapt to the learning task as needed.</li> </ul>
Formative Processes and Tools	1 – Beginning	2 – Emerging	3 – Developed	4 – Well Developed
<b>Student Learning</b>	<ul style="list-style-type: none"> <li>Lesson includes few instances of formative assessment to evaluate students' mastery of content. Assessment results indicate that student growth is minimal.</li> <li>Students are partnered or grouped, but all students receive the same lesson content, process, and product.</li> </ul>	<ul style="list-style-type: none"> <li>Students demonstrate mastery of content by engaging in formative assessments that allow for reciprocal feedback. Assessment results indicate that student growth is progressing.</li> <li>Students are partnered or grouped and receive some opportunities for differentiated learning based on adjusting content, process, and/or product.</li> </ul>	<ul style="list-style-type: none"> <li>Students demonstrate mastery of content by completing a variety of formative assessments that allow for reciprocal feedback. Assessment results indicate that students are meeting expectations.</li> <li>Students are strategically partnered or grouped based on data. Lesson content, process, and/or product is clearly differentiated to support varying and specific student needs.</li> </ul>	<ul style="list-style-type: none"> <li>Students demonstrate mastery of content through opportunities to self-reflect, set learning goals, and share responsibility for their learning.</li> <li>Assessment results indicate that students are exceeding expected outcomes.</li> </ul>
<b>Instructional Design</b>	<ul style="list-style-type: none"> <li>Results from formative processes and tools are used to monitor progress.</li> </ul>	<ul style="list-style-type: none"> <li>Results from formative processes and tools are used to plan and implement aspects of differentiated instruction and monitor progress.</li> </ul>	<ul style="list-style-type: none"> <li>Results from formative processes and tools are used to strategically adjust instructional pacing, plan differentiated instruction, and monitor progress.</li> </ul>	<ul style="list-style-type: none"> <li>Results from formative processes and tools, along with effective feedback, are used to immediately adjust instructional pacing, plan differentiated instruction, and monitor progress.</li> </ul>