**Student Centered Rubric Connections**

***If the teacher implements the indicators/descriptors on the TEAM Instructional Rubric at proficient and above proficient levels (“exceed expectations” – Levels 4 & 5), the following can be seen and heard among students:***

**Standards and Objectives**

• Students demonstrate the verb in an “I can” statement. (verb is used during discussion and writing assignments)

• Students demonstrate mastery of sub skills.

• Students make connections on their own to previous knowledge, life experiences and other disciplines.

• Students do not ask clarification questions and need no redirection. They work independently.

• Students refer to standards/objectives.

• Students demonstrate mastery in a variety of ways.

 **Motivating Students**

• Students read passages based on interests and ability that incorporates non-fiction.

• Students eagerly write and debate issues/perspectives.

• Students ask more questions, taking a stand and defending.

• Students engage in real life scenarios and discovery of mathematical formulas which include hands-on activities and exploration.

• Students have a desire to explore and inquire.

• Students take initiative to write for leisure, contests, etc.

• Students present/talk through their work.

• Meaningful and current content facilitates student-to-student motivation and encouragement.

 **Presenting Instructional Content**

• Students refer to visuals as tools. Students use visuals repeatedly to organize thinking and as a visual reminder.

• Students make their own connections to illustrations and examples.

• Students use the model to better understand and perform expectations in independent practice.

• Students process information correctly.

• Students can restate the how and why of a learning objective.

• Sequencing will lead to students understanding the process and putting the pieces together.

• Students clearly produce a finished product that meets the performance expectations.

• Students model performance expectations for each other in a variety of ways, but all demonstrating mastery.

**Lesson Structure and Pacing**

• Students enter the class and begin routines.

• Throughout a lesson, students ask questions, actively engage in content and reflect on their learning.

* Students share reflections and pose questions which can be answered by other students and/or be addressed in future lessons.

• Throughout the lesson, students are listening for the what/why/when of the learning objective, following the agenda and discussing their own pacing.

• Students are working and learning at their own pace due to intentional and challenging differentiation by the teacher.

• Students have adequate time to think through a task and demonstrate mastery of the lesson's objective.

• Student access materials independently. The materials are organized so that students obtain materials efficiently.

• Students are able to move from one activity to the next with no confusion.

**Activities and Materials**

• Throughout the lesson students explain why the activity connects to the objective and remind each other of their goals as they complete the task.

• Students ask each other questions and coach each other.

• Students are excited and engaged in the activities.

• Students are focused as they construct and deconstruct learning.

• Student discuss, question and evaluate each other’s thinking.

• Students solve real world problems, create questions, and respond to text.

• Students formulate their own questions based upon curiosity and use them for further inquiry.

• Students complete different activities to meet the objective(s).

• Students independently choose and use the appropriate electronic devices to meet the objective(s).

Thinking and Problem Solving Handout #4

• Students use a variety of sources, media, websites, manipulatives, and tools.

**Questioning**

• Students are thinking, collaborating, and responding.

• Students make connections between objectives and the tasks.

• Students are able to use questions to continue discussions with their classmates.

• Students make logical connections to sub-skills/objectives.

• Students are motivated by the questions and driven to ask their own questions.

• Students are actively engaged and collaborating during active responses.

• Students have adequate wait time to support extended thinking.

• Students feel safe in answering and posing questions.

**Grouping Students**

• Students eagerly engage whole group, in pairs, in small groups or individually to explore a problem/master an objective.

• Students focus on the goal of the lesson, understand how to contribute to the group, and monitor their own progress.

• Students are personally compelled to complete individual/group work for the good of the team.

• Students work efficiently with each other and their personalities and abilities complement each other.

• Groups and individuals accurately and meaningfully reflect on their learning.

**Academic Feedback**

• Academic vocabulary is embedded in “student talk”.

• Students interact with one another and the teacher, providing each other with specific feedback by analyzing each other’s student work.

• Students take initiative to apply teacher feedback to their work in order to strengthen it.

• Students discuss and check for understanding together.

• Students work through practice while independently stopping for reflection.

• Students value academic feedback and use it to strengthen their work.

• Students are aware of their progress because they regularly self-monitor their work.

• Students feel comfortable expressing confusion or misunderstanding.

• Students master the lesson objectives.

• Students complete tasks at different levels and time frames.

• Students are comfortable providing and receiving peer feedback.

**Teacher Content Knowledge**

• Teachers’ content knowledge is evidenced through students' abilities to discuss/express the content accurately.

• Students verbalize connections within the content, to other contents and to their own life experiences.

• Students choose and use subject-specific strategies to help reach an objective.

**Teacher Knowledge of Students**

• Students are successful in mastering the objective.

• Students feel safe in their environment.

• Students make connections between the content and their world.

• Students participate in effective differentiated learning based on their abilities and learning difficulties.

**Thinking and Problem Solving**

• Students make decisions based on evidence.

• Students demonstrate thinking through discussion and written expression.

• Students take risks in verbal expression, written expression and problem solving.

• Students justify claims and solutions to problem.

• Students make connections within text, across multiple texts and disciplines.

• Students annotate text and tasks.

• Students ask questions to guide their own learning (metacognition).

• Students develop and ask probing questions to facilitate learning for others as well as themselves.

• Students ask "how" and "why" questions.

• Students generate prior knowledge and use schema connections.

• Students identify/discuss similarities and differences in ideas, viewpoints and solutions.

• Students conduct research.

• Students actively listen to other opinions ideas.

• Students examine alternative possibilities.

• Students project themselves into different roles.

• Students brainstorm.

• Students establish criteria for evaluating solutions.

• Students develop action plans for solving problems.

• Students generate and propose solutions.

• Students test and experiment.

• Students evaluate their own results as well as the results of others.

• Students produce new and creative ideas and solutions.

• Students persevere through thinking and problem solving processes.