

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.