

# Strategic Learning Practices™ – Scoring Rubrics

## Curriculum 1

Each and every student is supported by relevant standards with measurable and achievable outcomes that are accessible and drive all learning.

5	<p>Students are provided with relevant standards with measurable and achievable outcomes that are accessible and state a “what” and a “how.” All student learning is driven by the identified standard/measurable learning outcomes.</p> <ul style="list-style-type: none"><li>• The learning outcomes align to a relevant standard and uses academically appropriate language.</li><li>• The learning outcomes align to “what” the standard calls for.</li><li>• The learning outcomes identify “how” the students will demonstrate the learning.</li><li>• All student learning is driven by the identified standard/measurable outcomes and can be attained in the lesson.</li><li>• All students have access to the learning outcomes.</li></ul>
4	<p>Students are provided with relevant standards with measurable and achievable outcomes that state “what” and “how.” All students have access to the learning outcomes. Student learning is mostly tied to the identified standard/measurable outcomes.</p>
3	<p>Students are provided with learning outcomes that relate to the standard and include a “what” or a “how” and are accessible. Student learning is somewhat tied to the identified standard/outcomes.</p>
2	<p>Students are provided with tasks that may relate to the standard and are somewhat accessible. Student learning is tied in a limited way to the identified tasks.</p>
1	<p>Students are provided with tasks that are accessible and may or may not be tied to student learning.</p>
0	<p>Students are not provided with tasks that are accessible and tied to student learning.</p>

## Curriculum 2

Each and every student is supported by units and lessons that provide an integrated approach and that support conceptual redundancy of the learning outcomes.	
5	<p>Students are provided with units and lessons that are highly developed to support learning through an integrated approach with conceptual redundancy, building directly to mastery of the standard/ learning outcomes.</p> <ul style="list-style-type: none"> <li>• Unit/lesson integration builds to mastery of the relevant standards with measurable and achievable learning outcomes.</li> <li>• Unit/lesson provides students with conceptual redundancy through multiple, varied interactions with the same concept.</li> <li>• Unit/lesson aligns to previous learning and builds to subsequent learning.</li> </ul>
4	<p>Students are provided with units and lessons that are highly developed to support learning through an integrated approach with conceptual redundancy that is mostly tied to relevant standards with measurable and achievable learning outcomes.</p>
3	<p>Students are provided with units and lessons that are highly developed to support learning through an integrated approach with conceptual redundancy that is somewhat tied to the learning outcomes.</p>
2	<p>Students are provided with units and lessons that afford limited integrated approaches or conceptual redundancy in relevant content.</p>
1	<p>Students are provided with units and lessons that afford minimal integrated approaches or conceptual redundancy in relevant content.</p>
0	<p>Students are not provided with units and lessons that afford integrated approaches or conceptual redundancy in relevant content.</p>

## Curriculum 3

Each and every student is supported by access to curriculum materials that match the content and rigor of the learning outcomes.

5	<p>Students are provided with curriculum materials that are accessible and build toward mastery of the content and rigor of the standard/learning outcomes.</p> <ul style="list-style-type: none"><li>• Curriculum materials build to mastery of the relevant standards with measurable and achievable learning outcomes.</li><li>• Curriculum materials are specifically selected to support the content of the standard/learning outcomes.</li><li>• Curriculum materials are specifically selected to support the rigor of standard/learning outcomes.</li><li>• Curriculum materials are accessible to all students.</li></ul>
4	<p>Students are provided with curriculum materials that are accessible and are mostly tied to the content and rigor of the relevant standards with measurable and achievable learning outcomes.</p>
3	<p>Students are provided with curriculum materials that are accessible and are somewhat tied to the content and the rigor of the learning outcomes.</p>
2	<p>Students are provided with curriculum materials that are accessible and match in a limited way to the content and rigor of the stated task.</p>
1	<p>Students are provided with curriculum materials that are accessible and minimally match the content or rigor of the stated task.</p>
0	<p>Students are not provided with curriculum materials that are accessible.</p>

# Instruction 1

Each and every student is supported by opportunities for meaningful engagement using structured student-to-student communication.	
5	<p>Students are provided with and engage in opportunities for meaningful structured student-to-student communication, building directly to mastery of the standard/learning outcomes.</p> <ul style="list-style-type: none"> <li>• Student communications build to mastery of the relevant standards with measurable and achievable learning outcomes.</li> <li>• Multiple, varied opportunities for student communication are provided.</li> <li>• Student communications are structured to provide rigorous and high quality conversations.</li> <li>• Structured communications include reciprocal speaking and listening opportunities for each student.</li> </ul>
4	<p>Students are provided with and engage in opportunities for meaningful structured student-to-student communication that are mostly tied to relevant standards with measurable and achievable learning outcomes.</p>
3	<p>Students are provided with and engage in opportunities to engage in meaningful structured student-to-student communication that are somewhat tied to the learning outcomes.</p>
2	<p>Students are provided with opportunities for structured student-to-student communication.</p>
1	<p>Students are provided with opportunities for unstructured student-to-student communication.</p>
0	<p>Students are not provided with opportunities for student-to-student communication.</p>

## Instruction 2

**Each and every student is supported by opportunities for meaningful engagement using effective instructional strategies.**

5	<p>Students are provided with instructional strategies that offer multiple opportunities for meaningful engagement, building directly to mastery of the standard/learning outcomes.</p> <ul style="list-style-type: none"><li>• Instructional strategies build to mastery of the relevant standards with measurable and achievable learning outcomes.</li><li>• Instructional strategies require a high level of active participation.</li></ul>
4	<p>Students are provided with opportunities for meaningful engagement through the use of instructional strategies that are mostly tied to relevant standards with measurable and achievable learning outcomes.</p>
3	<p>Students are provided with some opportunities for meaningful engagement through the use of instructional strategies that are somewhat tied to the learning outcomes.</p>
2	<p>Students are provided with opportunities for limited engagement through the use of instructional strategies.</p>
1	<p>Students are provided with opportunities for minimal engagement through the use of activities.</p>
0	<p>Students are not provided with opportunities for engagement through the use of instructional strategies or activities.</p>

## Instruction 3

Each and every student is supported by opportunities for meaningful engagement in which instructional time is used efficiently.	
5	<p>Students are provided with instruction that is well-paced and keeps students highly engaged, building toward mastery of the standard/learning outcomes. Time is maximized through the use of instructional routines.</p> <ul style="list-style-type: none"> <li>• All time is used to meaningfully engage students toward mastery of the relevant standards with measurable and achievable learning outcomes.</li> <li>• Pace keeps all students actively participating.</li> <li>• Routines are used to maximize instructional time and exclude non-productive time.</li> </ul>
4	<p>Students are provided with opportunities for meaningful engagement that is well-paced and that is mostly tied to relevant standards with measurable and achievable learning outcomes. Multiple instructional routines are evident.</p>
3	<p>Students are provided with some opportunities for meaningful engagement that is well-paced and that is somewhat tied to the learning outcomes. Some instructional routines are evident.</p>
2	<p>Students may be provided with opportunities for engagement. Limited instructional routines are evident.</p>
1	<p>Students are provided with minimal opportunities for engagement. Minimal instructional routines are evident.</p>
0	<p>Students are not provided with opportunities for engagement through the use of instructional time and routines.</p>

# Assessment 1

**Each and every student is supported by data that is used to monitor current understanding and provide feedback.**

5	Data is used to continuously monitor current student understanding and provide specific feedback, building to mastery of the standard/learning outcomes. <ul style="list-style-type: none"><li>• Planned data checks are utilized to effectively monitor current student understanding.</li><li>• Direct and specific feedback clarifies current understanding and builds towards mastery of the relevant standards with measurable and achievable learning outcomes.</li></ul>
4	Data is used to continuously monitor current student understanding and provide feedback that is mostly tied to relevant standards with measurable and achievable learning outcomes.
3	Data is used to continuously monitor current student understanding and provide feedback that is somewhat tied to the learning outcomes.
2	Data is used in a limited way to check for understanding. Limited feedback is provided.
1	Data is used minimally to check for understanding. Little or no feedback is provided.
0	Data is not used to monitor and check for understanding. Feedback is not provided.

## Assessment 2

Each and every student is supported by data that is used to monitor current understanding and adjust as needed	
5	<p>Data is used to monitor current understanding and effectively make adjustments during the lesson, building to mastery of the standard/learning outcomes.</p> <ul style="list-style-type: none"><li>• Planned and varied data checks align directly to assessing current understanding.</li><li>• Data checks are used to monitor student understanding and consistently and effectively make adjustments that build toward mastery of the relevant standards with measurable and achievable learning outcomes.</li><li>• Data is used to determine next steps, including reteaching, maintaining and/or accelerating.</li></ul>
4	<p>Data is used to consistently monitor understanding and effectively make adjustments during the lesson. Data checks are mostly tied to relevant standards with measurable and achievable learning outcomes.</p>
3	<p>Data is used to monitor understanding and effectively make adjustments during the lesson. Data checks are somewhat tied to the learning outcomes.</p>
2	<p>Data is used in a limited way to monitor understanding and limited adjustments are made.</p>
1	<p>Data is used minimally to monitor understanding and non-effective adjustments are made.</p>
0	<p>Data is not used to monitor understanding and no adjustments are made.</p>



## Assessment 3

**Each and every student is supported by data that is used to differentiate based on predetermined student needs.**

5	Data is used to effectively differentiate instruction based on predetermined student needs, building to mastery of the standard/learning outcomes. <ul style="list-style-type: none"><li>• All differentiated instruction aligns directly to the relevant standards with measurable and achievable learning outcomes.</li><li>• All differentiated instruction is planned and meets the predetermined needs of the identified students.</li></ul>
4	Data is used to effectively differentiate instruction based on predetermined student needs and is mostly tied to relevant standards with measurable and achievable learning outcomes.
3	Data is used to effectively differentiate instruction based on predetermined student needs and is somewhat tied to the learning outcomes.
2	Data is used in a limited way to differentiate instruction based on predetermined student needs.
1	Data is minimally used to differentiate instruction based on predetermined student needs.
0	Data is not used to differentiated instruction.

# Climate 1

Each and every student is supported by a respectful academic environment that recognizes and promotes scholarly behaviors.	
5	<p>Students are provided with a respectful academic environment to ensure consistent recognition and promotion of all students, building to mastery of the standard/learning outcomes.</p> <ul style="list-style-type: none"> <li>• Interactions are focused on recognizing and promoting students academically and build toward mastery of the relevant standards with measurable and achievable learning outcomes.</li> <li>• Teacher interacts with all students in an academic, respectful, and supportive manner.</li> <li>• Students interact with each other and the teacher in an academic, respectful, and supportive manner.</li> <li>• Positive academic interactions are made public.</li> </ul>
4	Students are provided with a respectful academic environment to ensure consistent recognition and promotion of all students and that is mostly tied to relevant standards with measurable and achievable learning outcomes.
3	Students are provided with a respectful academic environment to ensure consistent recognition and promotion of all students and that is somewhat tied to the learning outcomes.
2	Students are provided with a respectful academic environment that allows for limited recognition and promotion.
1	Students are provided with a respectful academic environment that allows for minimal recognition and promotion.
0	Students are not provided with a respectful academic environment.

## Climate 2

**Each and every student is supported by a cooperative environment that encourages academic risk taking.**

5	<p>Students are provided with a cooperative environment that consistently encourages academic risk taking for all students, building to mastery of the standard/learning outcomes.</p> <ul style="list-style-type: none"><li>• Interactions encourage students in taking academic chances that build toward mastery of the relevant standards with measurable and achievable learning outcomes.</li><li>• Interactions facilitate students in asking for academic help.</li><li>• Interactions support a willingness to make academic mistakes.</li></ul>
4	<p>Students are provided with a cooperative environment that consistently encourages academic risk taking for all students and that is mostly tied to relevant standards with measurable and achievable learning outcomes.</p>
3	<p>Students are provided with a cooperative environment that consistently encourages academic risk taking for all students and that is somewhat tied to the learning outcomes.</p>
2	<p>Students are provided with a cooperative environment that allows for limited academic risk taking.</p>
1	<p>Students are provided with a cooperative environment that allows for minimal academic risk taking.</p>
0	<p>Students are not provided with a cooperative environment that allows for academic risk taking.</p>

## Climate 3

Each and every student is supported by a collaborative environment that enhances student academic productivity.	
5	<p>Students are provided with a collaborative environment that enhances academic productivity for all students, building to mastery of the relevant standards with measurable and achievable learning outcomes.</p> <ul style="list-style-type: none"><li>• Collaborative environment facilitates shared and mutual respect amongst all students.</li><li>• Collaborative environment promotes interdependence in students' academic productivity.</li><li>• Collaborative environment that leads to increased individual academic productivity.</li></ul>
4	<p>Students are provided with a collaborative environment that enhances academic productivity for all students that is mostly tied to relevant standards with measurable and achievable learning outcomes.</p>
3	<p>Students are provided with a collaborative environment that enhances academic productivity for all students that is somewhat tied to the learning outcomes.</p>
2	<p>Students are provided with a collaborative environment that leads to limited productivity.</p>
1	<p>Students are provided with a minimally collaborative environment.</p>
0	<p>Students are not provided a collaborative environment.</p>