

**Rubric for Gauging Progress Toward Rigor and Differentiation**

	<i>Starting at the Base</i>	<i>Making Progress Up the Mountain</i>	<i>Reaching New Heights</i>
Overall Classroom Environment	<ul style="list-style-type: none"> <li>Members of our learning community (students, teachers, parents, etc.) are learning what it means to meet the needs of all students through differentiation.</li> <li>Parents are concerned that rigor will be lessened for students that are not advanced or gifted.</li> <li>I sometimes adjust my instruction and routines for some to ensure a rigorous, differentiated classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Some members of our learning community (students, teachers, parents, etc.) believe that we must meet the needs of all students through differentiation.</li> <li>Parents have a basic understanding that differentiation will help their sons and daughters, no matter their skill level.</li> <li>The majority of the time, I am adjusting my instruction and routines to ensure a rigorous, differentiated classroom for many of my students.</li> </ul>	<ul style="list-style-type: none"> <li>All or most members of our learning community (students, teachers, parents, etc.) are committed to ensuring that we meet the needs of all students through differentiation.</li> <li>Parents and students regularly see progress in learning and are confident that each student is learning at high levels.</li> <li>My standard instruction and routines ensure a rigorous, differentiated classroom for all students.</li> </ul>

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Learning Portraits	<p><i>Starting at the Base</i></p> <ul style="list-style-type: none"> <li>• I understand what a learning portrait is and I am collecting basic information on each student.</li> <li>• If a student is struggling, I look at their information, particularly their test scores, to see if it can help me understand what I need to do.</li> <li>• I sometimes group my struggling students based on their low test scores so I can provide basic instruction.</li> </ul>	<p><i>Making Progress Up the Mountain</i></p> <ul style="list-style-type: none"> <li>• I have built a standard learning portrait for each student that, while it contains standardized testing information, also includes information on a variety of other factors to provide a fuller picture of each student.</li> <li>• If a student is struggling, I look at their information (test scores and additional information) to see if it can help me understand what I need to do.</li> <li>• I sometimes group my students based on aspects of their learning portraits, more than just test scores.</li> </ul>	<p><i>Reaching New Heights</i></p> <ul style="list-style-type: none"> <li>• I have built extensive learning portraits for each student that contain detailed information that provides a complete picture of each student.</li> <li>• I refer to the learning portraits as I plan my lessons to ensure success for each student.</li> <li>• I revisit the learning portraits as needed during my instruction to supplement instruction.</li> <li>• The learning portraits, as well as formative assessments, guide my student groupings.</li> </ul>
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<p>Expectations</p>	<ul style="list-style-type: none"> <li>• I post the objectives for students, or I clearly state them in terms they can understand. I create and implement lessons that are clearly aligned with the objectives.</li> <li>• My lessons provide some general differentiation, especially asking different questions.</li> <li>• Every once in a while, I pull a small group of students for specialized instruction. Students sometimes perceive this negatively.</li> <li>• I pay attention to the rigor of my instruction, especially incorporating higher order questions in our discussions, but most of my activities are at Level 2 of Webb's Depth of Knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• Students understand the objectives, and they see how the lesson(s) relate.</li> <li>• I am beginning to use some differentiated options, such as providing tiered instruction or compacting the curriculum.</li> <li>• Tiered instruction includes regularly working with a variety of groups. Because the members of the groups are adjusted based on changing needs, there is not a stigma to needing extra assistance, which helps students learn.</li> <li>• Through tiered instruction, I am working to incorporate rigorous activities, especially those at Level 3 of Webb's Depth of Knowledge, for all students, some of whom demonstrate understanding at those rigorous levels.</li> </ul>	<ul style="list-style-type: none"> <li>• Students thoroughly understand and share ownership of learning related to the objectives.</li> <li>• Tiered instruction and compacting the curriculum are a standard part of my instruction, and my students thrive in the differentiated environment.</li> <li>• Flexible groupings occur regularly, are based on a variety of factors in addition to readiness, and help students thrive.</li> <li>• Through standard and tiered instruction, I regularly provide rigorous activities, especially those at Levels 3 and 4 of Webb's Depth of Knowledge, for all students who are able to master the rigorous work.</li> </ul>
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	<p><i>Starting at the Base</i></p> <ul style="list-style-type: none"> <li>• I provide general support during my instruction, which should allow students to succeed.</li> <li>• I choose my support strategies based on what I have used in the past.</li> <li>• Students who need extra help can meet with me individually, whether after school or at another time.</li> </ul>	<p><i>Making Progress Up the Mountain</i></p> <ul style="list-style-type: none"> <li>• Although I provide general support, I also provide some scaffolding for individual students and small groups.</li> <li>• I choose my support strategies based in part on what I have used in the past, but considering my current students, not assuming they are the same as former students. I look for new strategies when those don't work.</li> <li>• I make sure that students are provided some support during class, in recognition of the fact that some students who need help won't ask for it or stay after school.</li> </ul>	<p><i>Reaching New Heights</i></p> <ul style="list-style-type: none"> <li>• Whole group, small group, and individual scaffolding and support is woven throughout my instruction to ensure success for all students.</li> <li>• I choose my support strategies based on those that have been proven successful in the past, the learning portraits of my students, and new strategies that have been shown to be effective.</li> <li>• I make sure that students are provided the support they need to be successful. That may include extra time outside of class, such as time after school, but I provide an alternative that students without transportation can attend.</li> </ul>
Support and Scaffolding			

<p>Demonstration of Learning</p>	<ul style="list-style-type: none"> <li>• When I'm teaching a new lesson, I try to incorporate characteristics of quality, rigorous assignments.</li> <li>• Sometimes I revise my existing lessons to incorporate characteristics of quality, rigorous assignments.</li> <li>• I'm improving my tests and performance-based assignments so they will be rigorous, at Levels 3 and 4 of Webb's Depth of Knowledge. Many of them are at Level 1, so I am usually able to move them to Level 2.</li> <li>• I use the same test or performance-based assignment with all students, but I allow them to relate certain test answers to their own experiences or interests.</li> </ul>	<ul style="list-style-type: none"> <li>• When I'm teaching a new lesson, I sometimes create and implement quality, rigorous assignments.</li> <li>• I always review my existing lessons to incorporate characteristics of quality, rigorous assignments, and I make appropriate revisions.</li> <li>• I'm improving my tests and performance-based assignments so they will be rigorous, at Levels 3 and 4 of Webb's Depth of Knowledge, but many of them are at Level 2, so I am sometimes able to move them to Level 3.</li> <li>• I generally use the same test or performance-based assignment with all students, but I do try to differentiate them at times, generally based on skill level, or perhaps interest.</li> </ul>	<ul style="list-style-type: none"> <li>• My lessons consistently incorporate quality, rigorous assignments—whether they are newly designed lessons or those I have revised.</li> <li>• Because of my revisions to existing lessons and new lessons I have created, my tests and performance-based assignments are usually at Levels 3 and 4 of Webb's Depth of Knowledge, but I use Level 1 or 2 activities as needed to build to Levels 3 and 4.</li> <li>• I differentiate tests based on a variety of factors from students' learning portraits, as well as formative assessments, in ways that ensure student success.</li> </ul>
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	<p><i>Starting at the Base</i></p> <ul style="list-style-type: none"> <li>• For performance-based assignments, I allow some choice. For example, instead of writing an essay about a historical figure, they can create a video, write a blog, create a fake Facebook page, or design a brochure.</li> </ul>	<p><i>Making Progress Up the Mountain</i></p> <ul style="list-style-type: none"> <li>• I do adjust performance-based assignments for students on readiness or interest. For example, I provide more rigorous assignments to my advanced students, and I do try to provide rigorous assignments for my struggling students.</li> </ul>	<p><i>Reaching New Heights</i></p> <ul style="list-style-type: none"> <li>• I regularly adjust performance-based assignments for students, based on their learning portraits and formative assessment. No matter their readiness or skill level, students are provided opportunities to be successful with rigorous work.</li> </ul>
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