

Resource 2.1

Samples of Challenging Phrases

You should expect that in your rubric exists several phrases or concepts that may be challenging to understand. Designing rubric performance levels is a complex art and science, so these are hard to avoid. These phrases require further clarification and development of a common understanding across your team, school, and region/district. Which phrases and words may be challenging within your rubric? You can use the samples as a guide for arriving at a common understanding.

Indicator: CCT 3c: Assessing student learning, providing feedback to students, and adjusting instruction.

Attribute: Ongoing Assessment of Student Learning

Proficient Performance Level Description: Assesses student learning with focus on eliciting evidence of learning at critical points in the lesson in order to monitor individual and group progress toward achievement of the intended instructional outcomes.

(CCT, 2014)

"eliciting evidence"

Assessment happens fluidly and consistently in the classroom. It is important to recognize that teachers are assessing all day long in the classroom. Teachers monitor if behavior is appropriate, if students are on or off task, and if students are "engaged" in their work (for example, are they roaming around looking for a pencil again? Talking about unrelated subjects?). Teachers are also often busy collecting evidence of student understanding of the task (Do they know what to do and are they following directions?) or of the requirements of the process (Has each student selected a role in the group work?). However, though all of those determinations are important, this attribute centers on what the teacher is doing to determine how they are advancing toward mastery of the learning expectation established. The teacher's assessment methods should provide clear information about their pathway toward learning, allowing her or him to make ongoing decisions, such as determining what concepts are missing, if students need a resource or further support, or if they are ready to go on.

Indicator: CCT 3a: Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.

Attribute: Instructional Purpose

Proficient Performance Level Description: Clearly communicates learning expectations to students, sets a specific purpose for instruction, and helps students see how the learning is aligned with Common Core State Standards and/or other appropriate Connecticut content standards.

(CCT, 2014)

"learning expectations" "specific purpose for instruction"

You may use and be familiar with the terms *objectives* or *learning targets* to describe the central focus of your day's lesson. However, in this indicator, you will see the phrases "learning expectations" and "specific purpose" in the "proficient" description. Your "learning expectations" and "purpose" should establish or answer the following:

What do you want your students to know, understand, and be able to do at the end of your instructional period?

The task is the vehicle through which the students will learn. The "learning" portion of the phrase points us beyond only outlining the task or agenda for the day and reminds us that we need to establish connections and context—ultimately focusing on the *learning* that should be occurring. We should think beyond only the genre, standards, unit goals, or generalities to establish and communicate a *daily* learning goal or personalized daily goals for each lesson, against which progress can be measured.

General purpose: Today we will be working on argumentative writing.

Specific purpose: I can evaluate the argument and specific claims for sufficient evidence.

Indicator: CCT 1a: Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.

Attribute: High Expectations for Student Learning

Proficient Performance Level Description: Establishes and consistently reinforces high expectations

(CCT, 2014)

"high expectations"

Setting high academic expectations is a key principle within a productive classroom that values growth and risk-taking. It is about raising the bar for all students to achieve the highest level of work—and refusing to lower it. High expectations involve the establishment of rigorous targets coupled with appropriate scaffolding and differing levels or types of step stools so all students can be successful. Teachers with a fixed mindset believe students are all going to achieve what they are only capable of achieving based on past data. Those students will remain in their academic "categories" and only continue at that same pace. High expectations say to students, "I believe in you! You may not have it yet, but I know you can do it and more!" High expectations are reflected in classrooms where instruction is student-centered or student-driven through rigorous lessons.

Reference

Common Core of teaching (CCT) rubric for effective teaching [online pdf]. Retrieved from http://www.connecticutseed.org/wp-content/uploads/2014/05/CCT_Rubric_for_Effective_Teaching-May_2014.pdf