

LEARNING-FOCUSED Lessons Rubric

	3	2	1
Lesson Focus As A Question	States and displays the lesson focus as a question. Students <u>consistently</u> answer at end of lesson.	States the lesson focus as a question, but not displayed. Students <u>usually</u> answer at end of lesson.	Implies lesson focus. Sometimes has question but students rarely answer.
Activating Strategies	Activates prior knowledge through discussion/questioning <u>and</u> uses graphic organizers or other activating strategies to involve students.	Activates prior knowledge solely through student use of graphic organizer or activating strategy.	Activates prior knowledge only by discussion.
Vocabulary Development	Engages students in word study. Introduces key vocabulary prior to lesson. Utilizes research-based vocabulary strategies. Reinforces vocabulary in context before, during, and after the lesson.	Engages students in word study. Introduces key vocabulary prior to lesson. Vocabulary mostly in context during the lesson.	Verbally introduces vocabulary. Students rarely use research-based vocabulary strategies.
Teaching Strategies	Consistently utilizes learning-focused cognitive teaching strategies (i.e., distributed practice and distributed summarizing with assessment prompts, collaborative pairs, etc). Students use graphic organizers to read, write and study.	Utilizes learning-focused cognitive teaching strategies occasionally.	Uses teacher-directed strategies with little learner involvement in strategies.
Summarizing Strategies	Requires students to summarize learning throughout lesson and at end. Teacher gathers evidence of student learning at end of lessons.	Requires students to summarize learning through large group discussion and questions.	Teacher summarizes lessons with some to no student involvement.
Extending Thinking	Evidence that students consistently asked to extend learning through higher level thinking strategies. Units have 2-5 extending thinking activities.	Evidence that students randomly asked to extend thinking. Minimally 1 time per unit.	Evidence that students rarely asked to extend thinking.

Score: Exemplary: 15-18 Points Needs Improvement: 8-10 Points
 Good: 11-14 Points Re-Train: 0-7 Points