

## **Understanding the 5D+ Rubric Better Through Coding Scripts**

Today we will grow our understanding  
of the 5D+ Rubric  
through coding pieces of script.



We will know we have  
accomplished our target  
when we can justify our codings.

Full

## Norms for Learning

- Share ideas
- Listen to the ideas of others
- Respectfully question one another
- Keep electronic distractions to a minimum



Full

### Potential Conversation Prompts

I think I heard you say ... Is that correct? What is your evidence?

Do you think ... What makes you think that?

I agree because ... What might we use to support our claim?

I disagree because ... What did you base your decision on?

What other things might we see in this paragraph?

How might other people look at this?

**Disclaimer**

The sections of script being shared  
are real scripts from my visits to your classrooms.

They were chosen  
because of the strategies and indicators they represent,  
not because they represent the indicators at a highly effective level.

This session is about coding scripts not rating performance levels.

Script	Code
The LTs for all subjects and WIN time are on the board. Ss come in, hang up coats, and go to the rug. T writes 55-20 on the flip chart and tells Ss they can think about it as they settle in. T tells Ss they need to fill things out later. T asks for kids at their desks to be on the rug in 5 count.	
T asks them to think back to yesterday and reflect on a book the sub read. T has them think, T asks them to turn and talk and not leave anyone out. Ss talk. T holds the book in her hand. "And stop." T talks about how she saw a group do rock paper scissors and how she doesn't want that to take up all of their talking time.	

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Script sample	Codings (with notes and justifications, if needed)
2nd grade	P4, SE2, SE4, CEC1, CEC2, CEC4, CEC5
	P2, P3, SE1, SE5, SE 6, CEC2, CEC3, CEC6



Pull

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An Overview of the 5D+™ Teacher Evaluation Indicators		
CODE	SUBDIMENSION	INDICATOR
<b>PURPOSE dimension</b>		
P1	Standards	Connection to standards, broader purpose and transferable skill
P2	Standards	Connection to previous and future lessons
P3	Teaching Point	Teaching point(s) are based on students' learning needs
P4	Learning Target	Communication of learning target(s)
P5	Learning Target	Success criteria and performance task(s)
<b>STUDENT ENGAGEMENT dimension</b>		
SE1	Intellectual Work	Quality of questioning
SE2	Intellectual Work	Ownership of learning
SE3	Engagement Strategies	High cognitive demand
SE4	Engagement Strategies	Strategies that capitalize on learning needs of students
SE5	Engagement Strategies	Expectation, support and opportunity for participation and meaning making
SE6	Talk	Substance of student talk

1. Pick a partner.

2. Decide on a script and write the script title on your paper.

You and your partner will use the same script but each have your own coding paper.

3. Code the sample.

You may code individually and then compare or code together.

4. If you finish before the time is up, pick another script and code it.

5. Swap your script with another group who coded a different script.

6. Code this script.

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7. Before our next step, remind one another of our norms for learning and why they are important.

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8. Form a group of four with the people you swapped with and compare and defend your codings. Please use the conversation prompts in your discussion.

**What dimensions did my lesson include?**


**Get a blank form and let's review.**





When we began this session,  
you all had some initial ideas about coding and the rubric.  
In just a few sentences, I want you to write what it is that you  
used to think about coding and the rubric.  
Take a minute to think back and then, on one side of a note card,  
write down your response to “ **I used to think...**”

Now, I want you to think about how your ideas about  
coding and the rubric have changed as a result of the session today.  
Again in just a few sentences, on the other side of the note card,  
write down what you now think about coding and the rubric.  
Start your sentences with, “**But now, I think...**”

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