Welcome to

District Trends on the 5D+ Rubric: Areas for Growth

Learning Target:
Participants will analyze indicators on the 5D+ Rubric
to increase their understanding of the performance levels.

Success Criteria:
1. Participants will be able to identify indicators
   that are possible areas for growth.
2. Participants will be able to develop strategies for those indicators
   to potentially increase their performance levels.

Norms for Learning

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

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?

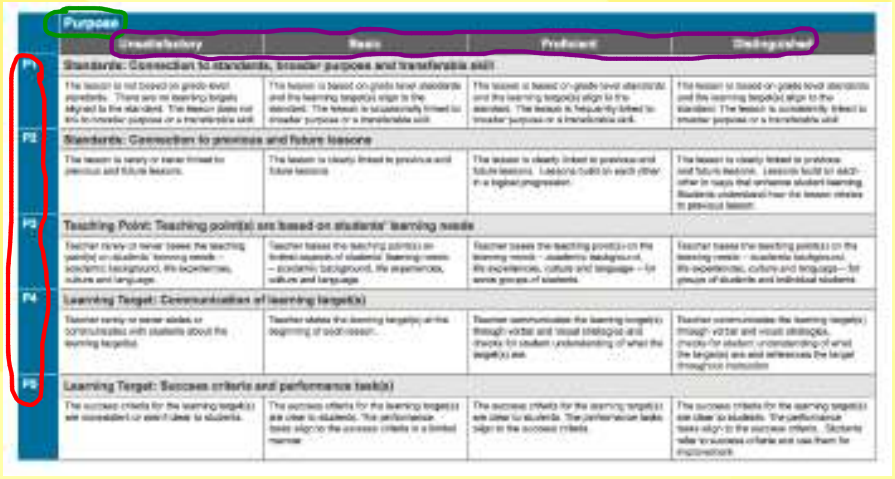
I disagree because ... What did you base your decision on?

What other things might we see in this paragraph?

How might other people look at this?

	Purpose			
	Unsatisfactory	Basic	Proficient	Distinguished
P1	Standards: Connection to standards, broader purpose and transferable skill			
	The lesson is not based on grade level standards. There are no learning targets aligned to the standard. The lesson does not link to broader purpose or a transferable skill.	The lesson is based on grade level standards and the learning target(s) align to the standard. The lesson is occasionally linked to broader purpose or a transferable skill.	The lesson is based on grade level standards and the learning target(s) align to the standard. The lesson is frequently linked to broader purpose or a transferable skill.	The lesson is based on grade level standards and the learning target(s) align to the standard. The lesson is consistently linked to broader purpose or a transferable skill.
P2	Standards: Connection to previous and future lessons			
	The lesson is rarely or never linked to previous and future lessons.	The lesson is clearly linked to previous and future lessons.	The lesson is clearly linked to previous and future lessons. Lessons build on each other in a logical progression.	The lesson is clearly linked to previous and future lessons. Lessons build on each other in ways that enhance student learning. Students understand how the lesson relates to previous lesson.
P3	Teaching Point: Teaching point(s) are based on students' learning needs			
	Teacher rarely or never bases the teaching point(s) on students' learning needs – academic background, life experiences, culture and language.	Teacher bases the teaching point(s) on limited aspects of students' learning needs – academic background, life experiences, culture and language.	Teacher bases the teaching point(s) on the learning needs – academic background, life experiences, culture and language – for some groups of students.	Teacher bases the teaching point(s) on the learning needs – academic background, life experiences, culture and language – for groups of students and individual students.
P4	Learning Target: Communication of learning target(s)			
	Teacher rarely or never states or communicates with students about the learning target(s).	Teacher states the learning target(s) at the beginning of each lesson.	Teacher communicates the learning target(s) through verbal and visual strategies and checks for student understanding of what the target(s) are.	Teacher communicates the learning target(s) through verbal and visual strategies, checks for student understanding of what the target(s) are and references the target throughout instruction.
P5	Learning Target: Success criteria and performance task(s)			
	The success criteria for the learning target(s) are nonexistent or aren't clear to students.	The success criteria for the learning target(s) are clear to students. The performance tasks align to the success criteria in a limited manner.	The success criteria for the learning target(s) are clear to students. The performance tasks align to the success criteria.	The success criteria for the learning target(s) are clear to students. The performance tasks align to the success criteria. Students refer to success criteria and use them for improvement.

The dimension is Purpose. The indicators are P1, P2, P3, P4 and P5. The performance levels are Unsatisfactory, Basic, Proficient, and Distinguished.



Look at the dimension of Purpose on the rubric.

If you had to guess in which indicator(s) we, as a district,
have the most area for growth, what would it/they be and why?

Purpose:

P4: Learning Target: Communication of learning target(s)

P5: Learning Target: Success criteria and performance task(s)

1. Read through the performance levels of P4 from left to right. Highlight or underline the differences from one performance level to the next.
2. Ask someone near you what they found.

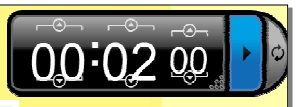
3. Decide with a partner, what part(s) of that progression from basic to distinguished of P4 challenges us as a district. Ask them why.

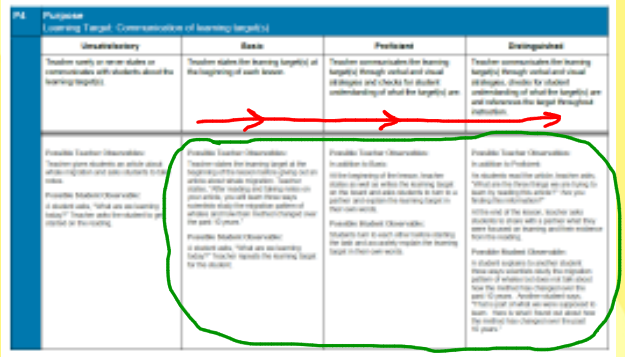
"and checks for student understanding of what the target(s) are."

4. Discuss at your table what this might look like.

P4	Purpose Learning Target: Communication of learning target(s)			
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
	Teacher rarely or never states or communicates with students about the learning target(s).	Teacher states the learning target(s) at the beginning of each lesson.	Teacher communicates the learning target(s) through verbal and visual strategies and checks for student understanding of what the target(s) are.	Teacher communicates the learning target(s) through verbal and visual strategies, checks for student understanding of what the target(s) are and references the target throughout instruction.
	Possible Teacher Observables: Teacher gives students an article about whale migration and asks students to take notes. Possible Student Observable: A student asks, "What are we learning today?" Teacher asks the student to get started on the reading.	Possible Teacher Observables: Teacher states the learning target at the beginning of the lesson before giving out an article about whale migration. Teacher states, "After reading and taking notes on your article, you will learn three ways scientists study the migration pattern of whales and how their method changed over the past 10 years." Possible Student Observable: A student asks, "What are we learning today?" Teacher repeats the learning target for the student.	Possible Teacher Observables: In addition to Basic: At the beginning of the lesson, teacher states as well as writes the learning target on the board and asks students to turn to a partner and explain the learning target in their own words. Possible Student Observable: Students turn to each other before starting the task and accurately explain the learning target in their own words.	Possible Teacher Observables: In addition to Proficient: As students read the article, teacher asks, "What are the three things we are trying to learn by reading this article?" "Are you finding this information?" At the end of the lesson, teacher asks students to share with a partner what they were focused on learning and their evidence from the reading. Possible Student Observable: A student explains to another student three ways scientists study the migration pattern of whales but does not talk about how the method has changed over the past 10 years. Another student says, "That is part of what we were supposed to learn. Here is what I found out about how the method has changed over the past 10 years."

Please read the possible observables for
Basic, Proficient, and Distinguished, in this order, for P4.





Reflect on your practice in the classroom.
How does this compare to what you do?
What strategies might you add to increase your performance level for P4?

1. Read through the performance levels of P5 from left to right. Highlight or underline the differences from one performance level to the next.

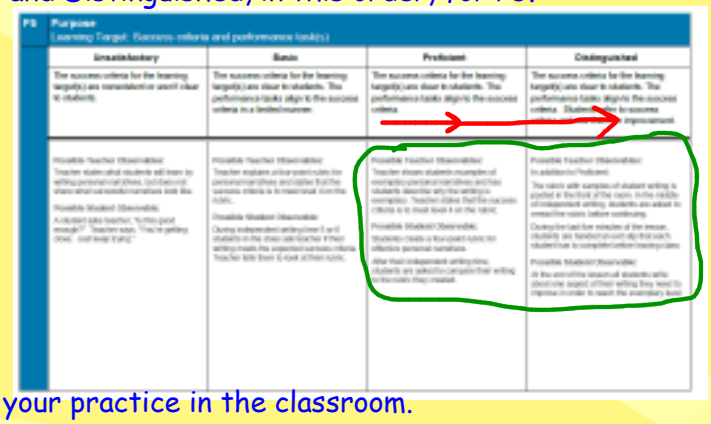
2. Ask someone near you what they found.

3. Decide with a partner, what part(s) of that progression from basic to distinguished of P5 challenges us as a district. Ask them why?

"Students refer to success criteria and use them for improvement."

4. Discuss at your table what this might look like.

Please read the possible observables for
Proficient and Distinguished, in this order, for P5.



Reflect on your practice in the classroom.
How does this compare to what you do?
What strategies might you add to increase your performance level for P5?

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Look at the dimension of Student Engagement on the rubric.

If you had to guess in which indicator(s) we, as a district,
have the most area for growth, what would it/they be and why?

Student Engagement:

SE1: Intellectual Work: Quality of questioning

SE6: Talk: Substance of student talk

1. Read through the performance levels of SE1 from left to right. Highlight or underline the differences from one performance level to the next.

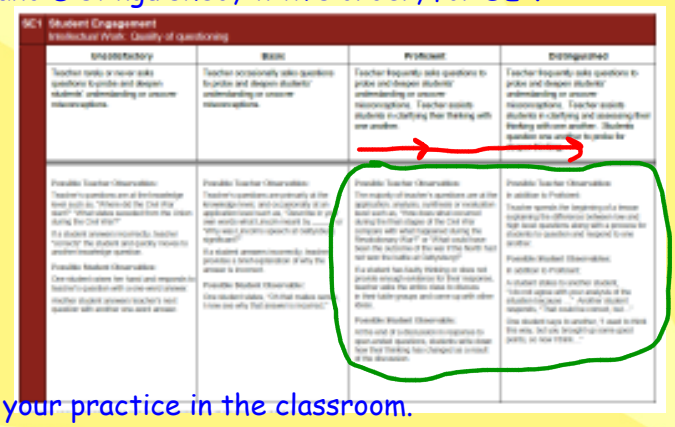
2. Ask someone near you what they found.

3. Discuss with a partner, what part(s) of that progression from basic to distinguished of SE1 challenges us as a district. Ask them why.

"Students question one another to probe for deeper thinking."

4. Discuss at your table what this might look like.

Please read the possible observables for
Proficient and Distinguished, in this order, for SE1.



Reflect on your practice in the classroom.
How does this compare to what you do?
What strategies might you add to increase your performance level for SE1?

Follow this procedure for SE6, CEC3, and CEC7.

1. Read through the performance levels of the indicator from left to right. Highlight or underline the differences from one performance level to the next.
2. Decide with a partner, what part(s) of that progression from basic to distinguished for that indicator challenges us as a district. Ask them why?
3. Please read the possible observables for Proficient and Distinguished, in this order, for the indicator.
4. Reflect on your practice in the classroom.
   How does this compare to what you do?
   What strategies might you add to increase your performance level for the indicator?

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CONNECT: How are the ideas and information presented CONNECTED to what you already knew?

EXTEND: What new ideas did you get that EXTENDED or pushed your thinking in new directions?

CHALLENGE: What is still CHALLENGING or confusing? What questions or wonderings do you have?