R-P 5D+ Teacher Evaluation Rubric Lesson Planning Guide

PURPOSE dimension					
CODE	P1	P2	P3	P4	P5
SUBDIMENSION	Standards	Standards	Teaching Point	Learning Target	Learning Target
INDICATOR	Connection to standards, broader purpose and transferable skill	Connection to previous and future lessons	Teaching point(s) are based on students' learning needs	Communication of learning target(s)	Success criteria and performance task(s)
DISTINGUISHED DESCRIPTION	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.	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.	Teacher bases the teaching point(s) on the learning needs – academic background, life experiences, culture and language – for groups of students and individual students.	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.	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.
HOW IT MIGHT LOOK	A 6th grade teacher presents a lesson on the environmental effects of human action on the atmosphere. Content and learning target(s) are 6th grade standards. Teacher explains at the beginning, middle and end of the lesson how the study of African geography will help students identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places.	Before a lesson on interesting words, teacher reviews the learning targets of the lesson, showing students what they studied previously and how the lesson on interesting words fits into their unit of study on revision. Students work on adding interesting words to a prior piece of writing. After the lesson teacher checks to see if students understand that today's lesson will allow them to incorporate interesting words in their writing in the future.	The teaching point(s) address students' prior understanding, experiences, and skills with the content. The teaching point(s) address students' ability to work together and/or independently. The teaching point(s) take into account the various ability levels of students.	At the beginning of the lesson, teacher has posted and reads the learning target(s) and asks students to turn to a partner and explain them in their own words. As students read an 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 student to share with a partner what they were focused on learning and their evidence from the reading.	For a lesson on personal narratives, the teacher distributes a 4 point rubric to students, has students read the rubric, and states that the success criteria is to meet level 4 on the rubric. Samples of student writing are posted in the room. During independent writing, students are asked to reread the rubric before continuing. At the end of the lesson all students write about one aspect of their writing they need to improve in order to reach the exemplary level.

STUDENT ENGAGEMENT dimension						
CODE	SE1	SE2	SE3	SE4	SE5	SE6
SUBDIMENSION	Intellectual Work	Intellectual Work	Engagement Strategies	Engagement Strategies	Engagement Strategies	Talk
INDICATOR	Quality of questioning	Ownership of learning	High cognitive demand	Strategies that capitalize on learning needs of students	Expectation, support and opportunity for participation and meaning making	Substance of student talk
DISTINGUISHED DESCRIPTION	Teacher frequently asks questions to probe and deepen students' understanding or uncover misconceptions. Teacher assists students in clarifying and assessing their thinking with one another. Students question one another to probe for deeper thinking.	Teacher consistently provides opportunities and strategies for students to take ownership of their learning. Most locus of control is with students in ways that support students' learning.	Teacher expectations and strategies engage all students in work of high cognitive demand.	Teacher uses strategies that capitalize and build upon learning needs of students – academic background, life experiences, culture and language of students – for the whole group, small groups of students and individual students.	Teacher sets expectation and provides support for a variety of engagement strategies and structures that facilitate participation and meaning making by students. All students have the opportunity to engage in quality talk. Routines are often student-led.	Student-to-student talk reflects knowledge and ways of thinking associated with the content. Students provide evidence to support their arguments and new ideas.
HOW IT MIGHT LOOK	The majority of teacher's questions are at the application, analysis, synthesis, or evaluation level. If a student has faulty thinking or does not provide evidence for their response, teacher asks the entire class to discuss in their groups and come up with other ideas. Teacher provides students with a process to question and respond to one another.	After teacher teaches a lesson on how to represent data with plots on the real number line, some students choose to design surveys to collect data, other students start independent practice, while others watch videos linked to teacher's blog for further explanation and examples.	Teacher writes a problem on the board. Students work independently to solve the problem. With a partner, one student explains how they solved the problem, and the other partners restates what they said, whether they agree or solved the problem differently. Teacher monitors for student participation.	Students are asked to go home and gather ideas from their family on how perimeter and area could be used in their own life. Later that week, students are placed in intentionally designed groups to share the ideas they gathered from their families. When all students have ideas to share, teacher asks for ideas.	Teacher asks students to think about and write down the ways an author created the mood in a story. Teacher then asks students to turn to a partner and share. Teacher listens in on student conversations and picks students to share based on the conversations. If a student was not participating, another student asks them to share their thinking.	Before discussion on the effects of WWII on Japanese society, teacher asks students to review the poster on what it looks like and sounds like when you provide evidence for your thinking. During the discussion students site evidence for their thinking. If a student forgets, another student asks,"What is your evidence?"