



**Standard 5 Rubric
 Essential Element 5.5+ for Practitioners with Temporary and Probationary Status**

Essential Element 5.5+	Not Meeting Standards	Developing Meeting Standards			
<p><i>Involving all students in self-assessment, goal setting, and monitoring progress</i></p> <p><i>+ Sharing timely and comprehensible feedback with students</i></p>	<p>Does not inform students about lesson objectives, outcomes, and summative assessment results.</p> <p>Provides no feedback, or feedback is to the whole class or is directed to only one student.</p> <p>Does not ask students to evaluate their own or classmates' work.</p> <p>Does not include students in setting goals.</p>	<p>Informs students about lesson objectives, outcomes, and summative assessment results.</p> <p>Provides students grades on assignments, but with no specific feedback on strengths and areas in need of improvement.</p> <p>Rarely encourage students to establish learning goals through single lessons or sequence of lessons that include goal-setting exercises.</p> <p>Rarely provides students with opportunities to monitor their own progress toward class or individual goals.</p>	<p>Models and scaffolds student self-assessment and goal setting processes for learning content and academic language development. Guides students to monitor and reflect on progress on a regular basis.</p> <p>Provides students with clear and timely information about strengths, needs, and strategies for improving learning.</p>	<p>Implements structures for students to self-assess and set learning goals related to content, academic language and individual skills. Integrates student self-assessment, goal setting, and monitoring progress across the curriculum.</p> <p>Integrates ongoing descriptive feedback and engages students in constructive conversation that support students' increased learning.</p>	<p>Provides systematic opportunities for student self-assessment, goal setting, and monitoring progress. Develops students' meta-cognitive skills for analyzing progress and refining goals towards high levels of academic achievement.</p> <p>Facilitates students' leadership in seeking and using ongoing comprehensible feedback to accelerate their learning.</p>

Adapted from the Continuum of Teaching Practice



5.5+ Involving all students in self-assessment, goals setting and monitoring progress

Strategies below are suggestions NOT requirements

How might I ...	P-12 Strategies
<p>- make assessment integral to the learning process?</p>	<ul style="list-style-type: none"> ▪ Share your methods of assessing mastery of content or skills with students ▪ Match assignments to the learning target ▪ Inform students that the completion of the assignment will support understanding of the target ▪ Explain the scoring procedures and exemplars before exercises are implemented ▪ Provide rubrics for large-scale assignments ▪ Assist students in tracking progress toward the objective ▪ Identify procedures that assure the delivery of timely assessment results in a clear and useful manner ▪ Respond to assessments by differentiating future instruction
<p>- make assessment an interactive process between teacher and student?</p>	<ul style="list-style-type: none"> ▪ Provide students with rubrics that detail goals ▪ Provide timely and descriptive feedback (written and oral) as students work ▪ Post grades regularly ▪ Review test results and identify areas to reteach whole class or in small groups ▪ Return tests and quizzes expeditiously and provide guided time for remediation
<p>- model self-assessment strategies for all students?</p>	<ul style="list-style-type: none"> ▪ Discuss your own learning limitations and challenges on assessments and explain how you have overcome them ▪ Expose students to techniques to evaluate their analytical and reflective skills ▪ Create achievement expectations in student-friendly language or designed by students ▪ Provide samples of student work that illustrate levels of proficiency from beginner to fully competent ▪ Use overt assessment strategies like thumbs up/thumbs down to check for understanding ▪ Review tests and completed assignments with students and determine common errors ▪ Model and collaborate with students related to the practice and use of the assessments and rubrics ▪ Encourage students to communicate with peers, parents and teachers about their progress



	during the learning process
How might I ...	P-12 Strategies
- develop and use tools and guidelines that help all students assess their work and monitor their learning goals?	<ul style="list-style-type: none"> ▪ Assist student in setting individual goals ▪ Communicate a clear plan for assessment to the students ▪ Provide feedback to help students self-assess progress ▪ Organize student learning so that they can assume personal responsibility ▪ Develop an understanding that learning requires effort, goals should be set, and persistence and practice are key ▪ Require students to write and revisit learning periodically ▪ Help students to understand their own uniqueness by applying the teachings of learning styles, brain research, multiple intelligences, and learning modalities ▪ Assist students in keeping track of their learning goals e.g. learning logs ▪ Allow students to predict their grades and reflect on any differences ▪ Create rubrics with clearly defined criteria ▪ Engage students by connecting personal meaning e.g. opportunities for self discovery, a growing sense of efficacy, worthy challenges and the value of their work ▪ Embed metacognitive questions into student work e.g. “What was the most challenging aspect of this assignment?”
- provide opportunities for all students to engage in peer discussion and reflection of their work?	<ul style="list-style-type: none"> ▪ Allow students to share rough drafts of assignments for peer review ▪ Teach students to use encouraging coaching language when working with peers ▪ Involve students in informal checks for understanding
- provide opportunities for all students to demonstrate and reflect on their learning inside and outside of the classroom?	<ul style="list-style-type: none"> ▪ Use journal prompts that encourage students to share positive learning experiences from outside the classroom ▪ Have students share experiences of overcoming learning challenges both inside and outside of the classroom ▪ Use learning logs and metacognitive questions to encourage reflection on learning ▪ Provide time at the end of a lesson for students to address progress toward meeting their learning targets, orally or in writing



San Juan Unified School District
**System of Professional Growth
(SPG)**



* Instructional Strategies CSTP list originally from work of the New Teacher Center and Mastery Teaching - Common Core Strategies by Marie Paglierio. Modified by BTSA Cluster 1 Director Work, the Teacher Effectiveness and Evaluation Project – San Diego County Office of Education, and input from various stakeholders.