


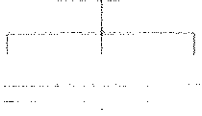


RCSS Non-Negotiable Observation Rubric



	Effective	Minimally Effective	Ineffective
<p>Activating Strategy</p> <ul style="list-style-type: none"> • “Hook ‘n Link” component of the lesson. • Provide a “hook” to motivate • Provide a “link” to prior knowledge • Support the skill being taught in the lesson. <p>Opening</p> 	<p>Teacher consistently and effectively begins the lesson in a manner that immediately engages all students.</p> <p>Teacher uses strategies to activate prior knowledge, and draws on student experience to engage students.</p> <p>Students make multiple connections to the lesson.</p>	<p>Teacher attempts to begin the lesson in an engaging manner, however the implementation is not consistent.</p> <p>Teacher makes an attempt to activate students’ prior knowledge but fails to go far enough to engage students in content.</p> <p>Students make some connections to the lesson.</p>	<p>Teacher shows little to no evidence of consistently engaging students in the beginning of the lesson.</p> <p>Teacher demonstrates little to no attempt to activate students’ prior knowledge or acknowledge students’ experiences in instruction.</p> <p>Students do make connections to the lesson.</p>
<p>Mini-Lesson</p> <ul style="list-style-type: none"> • Accuracy of content • Emphasis of key points • Alternate presentation of content when needed • Modeling of academic language • Modeling engagement with texts and tasks • Limited lecture <p>Opening</p> 	<p>Teacher presents content in various ways to make content clear.¹</p> <p>Teacher consistently models academic vocabulary and standard grammatical structures.</p> <p>Teacher explicitly and thoroughly models² how to engage with texts and/or tasks to prepare students to do so independently.</p> <p>All students work collaboratively with peers practicing modeled content.</p>	<p>Teacher attempts to present content in various ways, but attempts do not make content clear.</p> <p>Teacher inconsistently models academic vocabulary and standard grammatical structures.</p> <p>Teacher models how to engage with texts and/or tasks, but it does not prepare students to do so independently.</p> <p>Some students work collaboratively with peers practicing modeled content.</p>	<p>Teacher does not present content in various ways.</p> <p>Teacher does not model academic vocabulary and standard grammatical structures.</p> <p>Teacher does not model how to engage with texts and/or tasks.</p> <p>Students are engaged in off-task behavior.</p>
<p>Questioning</p> <ul style="list-style-type: none"> • Questions that push thinking • Questions requiring justification • Questions at key points • Clear and scaffolded questions • Wait time • Appropriate student response <p>Opening, Work Period, and Closing</p> 	<p>Teacher poses questions that move students beyond their current level of thinking.</p> <p>Teacher asks questions that require students to cite evidence³ and clearly explain their thought processes.</p> <p>Teacher asks questions at key points⁴ throughout the lesson.</p> <p>Teacher encourages and expects all students to prepare a response and calls on students equitably (not just hand raisers).</p> <p>Students generate questions that lead to further inquiry and self-directed learning.</p>	<p>Teacher poses questions that engage students in the material but do little to move students beyond their current level of thinking.</p> <p>Teacher asks questions that require students to explain their thought processes but do not require them to cite evidence.</p> <p>Teacher asks questions infrequently or in excess.</p> <p>Teacher asks questions that are somewhat unclear to students or lack scaffolding.</p> <p>Students generate questions that prompt thinking.</p>	<p>Teacher’s questions do not engage students in the material or move students beyond their current level of thinking.</p> <p>Teacher does not ask questions that require students to cite evidence or explain their thought processes.</p> <p>Teacher does rarely or never asks questions during the lesson.</p> <p>Teacher asks questions that are confusing to students and are not scaffolded.</p> <p>Students do not generate questions.</p>

<p>Graphic Organizers</p> <ul style="list-style-type: none"> • <i>Visualize and organize information</i> <p><i>Graphic Organizers should align to student thinking.</i></p> <p>Opening, Work Period, and Closing</p> 	<p>Graphic organizers are used for the production and distribution of a range of writing types and purposes.</p> <p>Teacher provides graphic organizers that are aligned to the type of thinking the student is asked to do.</p> <p>All students select appropriate graphic organizers based on the task.</p>	<p>Graphic organizers are used but does not align to the level of thinking required (e.g. A Circle Map is used to compare instead of the Double Bubble Map).</p> <p>Teacher sometime provides graphic organizers that are aligned to the type of thinking the student is asked to do.</p> <p>Some students select appropriate graphic organizers based on the task.</p>	<p>Graphic organizers are not used during the lesson.</p> <p>Students do not select appropriate graphic organizers based on the task.</p>
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- ¹ Examples include, but are not limited to, using diagrams, video clips, graphic organizers and manipulatives.
- ² Not every text and task must be modeled, but modeling may be appropriate when students have not been exposed to the material and/or will be expected to engage with a similar text or task independently.
- ³ When applicable, questions should be text-based, and responses should include evidence grounded in the text. Beyond citing from a text, examples of citing evidence include, but are not limited to, prior learning, observed patterns and applications of problem-solving strategies to similar contexts.
- ⁴ Key points are pivotal moments when questioning can highlight prioritized content, concepts and/or student understanding. Questioning at key points also supports the forward movement of the lesson.

<i>Positive Reinforcement (Glows)</i>	<i>Constructive Feedback (Grows)</i>