

Literacy Instruction Rubrics continued

Rubric 7: Engaging Students in Learning

How does the candidate actively engage students in integrating strategies and skills to comprehend OR compose text?

Level 1	Level 2	Level 3	Level 4	Level 5
Students are participating in tasks that are vaguely or superficially related to the central focus.	Students are participating in learning tasks focusing primarily on skills with little attention to the essential literacy strategy for comprehending OR composing text.	Students are engaged in learning tasks that address their understanding of <ul style="list-style-type: none"> the essential literacy strategy for comprehending OR composing text AND related skills. 	Students are engaged in learning tasks that integrate their understanding of <ul style="list-style-type: none"> the essential literacy strategy for comprehending OR composing text AND related skills. 	Students are engaged in learning tasks that deepen and extend their understanding of <ul style="list-style-type: none"> the essential literacy strategy for comprehending OR composing text AND related skills.
There is little or no evidence that the candidate links students' prior academic learning or personal, cultural, or community assets with new learning.	Candidate makes vague or superficial links between prior academic learning and new literacy learning.	Candidate links prior academic learning to new literacy learning.	Candidate links prior academic learning AND personal, cultural, or community assets to new literacy learning.	Candidate prompts students to link prior academic learning AND personal, cultural, or community assets to new literacy learning.

Instruction Rubrics continued

Rubric 7: Engaging Students in Learning

How does the candidate actively engage students in developing understanding of mathematical concepts?				
Level 1	Level 2	Level 3	Level 4	Level 5
Students are participating in tasks that are vaguely or superficially related to the central focus.	Students are participating in learning tasks focusing primarily on mathematical skills OR procedures with little attention to developing understanding of mathematical concepts.	Students are engaged in learning tasks that address understanding of mathematical concepts.	Students are engaged in learning tasks that develop understanding of mathematical concepts.	Students are engaged in learning tasks that deepen and extend their understanding of mathematical concepts.
There is little or no evidence that the candidate links students' prior academic learning or personal, cultural, or community assets with new learning.	Candidate makes vague or superficial links between prior academic learning and new learning.	Candidate links prior academic learning.	Candidate links prior academic learning AND personal, cultural, or community assets to new learning.	Candidate prompts students to link prior academic learning AND personal, cultural, or community assets to new learning.