

Rubric for Gauging Progress Toward Rigor			
	<i>Starting at the Base</i>	<i>Making Progress Up the Mountain</i>	<i>Reaching New Heights</i>
High Expectations for Learning	I am working to understand what it means to say that each student can learn, will learn, and I will help them do so.	I believe that each student can learn, will learn, and I will help them do so. I sometimes act on those beliefs or I act on those beliefs with some students.	I consistently act on my unwavering belief that each student can learn, will learn, and I will help them do so.
Support and Scaffolding	I sometimes provide support and scaffolding. This support is usually general and built into the regular lesson. At times, I provide optional extra help.	I sometimes provide the appropriate support and scaffolding students need to ensure their success. This support is customized for each student at times. At times, I provide optional extra help.	I regularly provide the support and scaffolding each student needs to ensure their success. This support is customized for each student and supports my belief that students are not allowed to not learn. It is appropriate and encourages independence. If extra help is needed, it is required, and is offered when the student can attend.

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Rubric for Gauging Progress Toward Rigor (cont'd)

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Demonstration of Learning	Occasionally, some students demonstrate understanding of content in a way that is appropriately challenging. More often than not, students prefer basic assignments or questions. Students are generally given one opportunity to show they have mastered content.	Sometimes, students are given the opportunity to show they understand content in a way that is appropriately challenging. Students are beginning to see the value of more challenging assessments. At times, I provide alternative assessments and will allow students to redo work.	Each student regularly demonstrates their understanding of content in ways that are appropriately challenging. In other words, students do not take the easy way out in terms of showing me they learned. I provide alternative ways for students to do this and allow those students who need it extra time or a second opportunity.	

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Level of Student Engagement	There are limited opportunities for students to be engaged in learning beyond listening and taking notes. Most of my instruction is directed toward the whole class. At times, I provide the opportunity for students to work with another student to apply their learning.	Some students are actively engaged in learning. There is a mix of whole group and small group/partner activities, and some activities are interactive. I facilitate some activities, and some ownership is shifted to students. However, the focus is still on me.	All students are actively engaged in learning. Each is participating in every aspect of the lesson by making connections, contributing to the discussion (whether small group, partner, or whole group), and responding to learning. The majority of the activities are interactive, and whole group activities are limited. I am the facilitator, and the focus for learning is on the students.
Motivational Element: Value	I ask students to apply my lessons to their real lives. I make sure my students understand how my lesson applies to future tests they will take (such as standardized testing). I sometimes share with them why I think the content is important.	I sometimes design lessons that allow students to see the value. I incorporate real-life application activities into some of my lessons. If they volunteer, students can share their own applications of learning.	I design lessons that allow students to see the value of the specific learning. Application activities are woven seamlessly throughout the lesson. Students are given ample opportunity to make personal connections about relevance to their own lives and futures.

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Motivational Element: Success	If the majority of my students aren't learning, I reteach the content of the lesson. Sometimes, I provide opportunities for students to come in for extra help if they want to. I expect my students to succeed, and I am learning how to help them understand that.	I build scaffolding into some lessons. I provide opportunities for students to come in for extra help when needed. I regularly tell my students that I expect them to succeed, and I try to help them make that a reality.	I build appropriate scaffolding and support into every lesson. Students know my focus is to remove barriers to their success. I require students to come in for extra help when needed, and I support them in positive ways that encourage growth and independent learning. All students know that we learn together, and that they can be successful.
Overall Classroom Culture	Members of our learning community (students, teachers, parents, etc.) are learning what it means to set a standard that not learning is unacceptable. We are also discussing how to move beyond grades to authentic learning. We celebrate some of our successes.	Some members of our learning community (students, teachers, parents, etc.) believe that it is unacceptable to not learn . We are learning to focus on learning in addition to grades. We celebrate success as well as progress.	Every member of our learning community (students, teachers, parents, etc.) believes that it is unacceptable to not learn . The focus is on learning at high levels, not just grades. We celebrate success as well as progress.