

Alliance College-Ready Public Schools
The College-Ready Promise
Framework for Effective Teaching Rubric

Domain 1: Data-Driven Planning & Assessment				
Standard	Level I	Level II	Level III	Level IV
1.1 Establish standards-based learning objectives and assessments	A. Selection of learning objectives			
	Learning objectives are loosely based on content standards and/or represent low expectations for student learning.	Learning objectives are informed by content standards and represent moderately high expectations.	Learning objectives align with content standards and represent high expectations and rigor and are sequenced to help students access the level of rigor in the standard(s).	All of level 3 and... promotes in-depth understanding of complex, interdisciplinary concepts.
	B. Measurability of learning objectives			
	Learning objectives may not be measurable or are stated in terms of student activities rather than as student learning.	Learning objectives are measurable, but consist of a combination of learning objectives and activities.	Learning objectives are specific, measurable, and are explicitly stated in terms of student learning.	All of level 3 and... Demonstrated measurement with multiple methods.
1.2 Organize instructional plans to promote standards-based, cognitively engaging learning for students	A. Designing and sequencing of learning experiences			
	The design and selection of learning experiences are not aligned to learning objective and not sequenced to ensure independent mastery of learning.	The design and selection of learning experiences are aligned to learning objective but are not sequenced/paced to maximize instructional time to enable students to demonstrate independent mastery of learning (e.g. sufficient modeling, varied practice)	The design and selection of learning experiences are sequenced/paced to enable students to demonstrate independent mastery of learning objectives including sufficient opportunities to practice under direct supervision of teacher and/or in collaboration with other students.	All of level 3 and... The design and selection of learning experiences include differentiated resources/activities for re-teaching and additional practice to adjust instruction as needed.
	B. Creating cognitively engaging learning experiences for students			
	Instructional plans do not provide cognitively engaging learning experiences to support students in achieving mastery of the stated learning objectives.	Instructional plans include cognitively engaging learning experiences but the plans include insufficient time and supports for students to achieve mastery of stated learning objective.	Instructional plans provide students opportunities for sustained attention to a cognitively challenging learning experience. The plans include sufficient time and supports for students to achieve mastery of learning objective through cognitively engaging learning experiences.	All of level 3 and... Cognitively engaging learning experiences ensure students construct knowledge to achieve or exceed mastery of the stated learning objective.
1.3 Use student data to guide planning	A. Lesson design guided by data			
	The teacher does not use student data sources to guide how content is organized or instructional strategies are selected.	The teacher uses student data sources to inform his/her planning for whole groups of students.	The teacher draws a specific connection between the student data sources used, the content organization, instructional strategies and grouping in order to meet specific student needs.	All of level 3 and... The teacher includes specific opportunities for students to use self-assessment data to guide their instructional choices.
1.4 Use knowledge of subject matter content/skills and learning processes to plan for student learning	A. Knowledge of subject matter to identify pre-requisite knowledge			
	The teacher does not identify the necessary prerequisite content knowledge and skills for students, and/or does not address known gaps in students' learning.	The teacher identifies the necessary prerequisite content knowledge and skills for the class as a whole but does not have a clear plan for addressing known gaps in knowledge or skills.	The teacher identifies the necessary prerequisite content knowledge and skills for students, and includes specific learning activities to address known gaps in that knowledge for the class as a whole.	All of level 3 and... Includes specific learning activities to address known gaps in prerequisite knowledge for individual students.
	B. Addresses common content misconceptions			
	The teacher does not accurately identify common content misconceptions.	The teacher identifies common content misconceptions but has limited strategies for avoiding these cognitive errors.	The teacher identifies common content misconceptions and includes strategies for avoiding and correcting these cognitive errors.	All of level 3 and... Include multiple strategies for explaining cognitive errors as well as for uncovering additional misconceptions.
1.5 Design assessments to ensure student mastery	A. Selection of assessments			
	Proposed assessments do not measure the learning objectives.	Proposed assessments measure some, but not all aspects of the learning objectives.	Proposed assessments measure all aspects of the learning objectives and include varied methods so that students have multiple ways to show mastery.	All of level 3 and... Assessments and have been adapted to meet individual student needs. There are planned opportunities for students to use assessments to reflect on their progress towards mastery.
	B. Progression of assessments			
	No assessment or a single assessment is planned at the conclusion of the lesson.	Multiple assessments are planned. However, they are not sequenced in a way to provide meaningful information about student progression towards mastery of the learning objective(s)	Multiple assessments are planned and build on each other. They are sequenced throughout the lesson in order to provide meaningful information about student progression towards mastery of the learning objective(s)	All of level 3 and... Assessments are sequenced to ensure student progression towards mastery. Plans provide opportunities for student choice in, or design of, assessment methods.
C. Self-monitoring				
The teacher does not provide students with opportunities to engage in self-monitoring of their own progress.	The teacher provides students with some opportunities for self-monitoring but does not connect it to plans for improving learning.	The teacher provides students with opportunities for self-monitoring and guidance in determining appropriate next steps to improve learning.	All of level 3 and... Students have opportunities to determine appropriate next steps for improving their own learning.	