## Standard 5 Rubric

### Essential Element 5.5+ for Practitioners with Temporary and Probationary Status

<table>
<thead>
<tr>
<th>Essential Element 5.5+</th>
<th>Not Meeting Standards</th>
<th>Developing</th>
<th>Meeting Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Involving all students in self-assessment, goal setting, and monitoring progress</td>
<td>Does not inform students about lesson objectives, outcomes, and summative assessment results. Provides no feedback, or feedback is to the whole class or is directed to only one student. Does not ask students to evaluate their own or classmates’ work. Does not include students in setting goals.</td>
<td>Informs students about lesson objectives, outcomes, and summative assessment results. Provides students grades on assignments, but with no specific feedback on strengths and areas in need of improvement. Rarely encourage students to establish learning goals through single lessons or sequence of lessons that include goal-setting exercises. Rarely provides students with opportunities to monitor their own progress toward class or individual goals.</td>
<td>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. Provides students with clear and timely information about strengths, needs, and strategies for improving learning. 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. Integrates ongoing descriptive feedback and engages students in constructive conversation that support students’ increased learning.</td>
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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*

<table>
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<tr>
<th>How might I ...</th>
<th>P-12 Strategies</th>
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</table>
| - make assessment integral to the learning process? | - 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 |
| - make assessment an interactive process between teacher and student? | - 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 |
| - model self-assessment strategies for all students? | - 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 |
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| - develop and use tools and guidelines that help all students assess their work and monitor their learning goals? | ▪ 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? | ▪ 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? | ▪ 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 |
* Instructional Strategies CSTP list originally from work of the New Teacher Center and Mastery Teaching - Common Core Strategies by Marie Pagliero. Modified by BTSA Cluster 1 Director Work, the Teacher Effectiveness and Evaluation Project – San Diego County Office of Education, and input from various stakeholders.