

## Collaborative Instructional Review Classroom Visitation Rubric for Rigor

Evidence of Rigor		Below Basic	Basic	Proficient	Exemplary
<b>Thoughtful Work</b>	Tangible products or observable efforts and activities demonstrate higher levels of thinking.	Student work is easy, usually only requiring a single correct answer.	Student work occasionally requires extended time to complete, stretches student learning, use prior knowledge.	Student work requires extensive use of prior knowledge, is frequently creative and original, and requires students to reflect and revise for improved quality.	Student work requires extensive creativity, originality, design or adaptation.
<b>High Level Thinking</b>	Instructional experiences require high-level thinking, reflection, and intellectual growth.	Student work requires simple recall of knowledge.	Student work requires explanation and understanding of knowledge and/or limited application. Students occasionally use higher order thinking skills.	Students demonstrate higher order thinking skills, such as evaluation, synthesis, creativity, and analysis. Students evaluate their own work and identify steps to improve it.	Students routinely use higher order thinking skills, such as evaluation, synthesis, creativity, and analysis. Students skillfully evaluate their own work and the work of others.
<b>Oral Extended Student Responses</b>	Oral responses, conversations, discussions, and presentations show analysis or creativity combined with a deep knowledge of content.	Students' oral responses demonstrate simple recall and basic understanding of knowledge as evidenced by single word responses or recital of facts.	Students' oral responses demonstrate comprehension by explaining information in their own words and occasionally expressing original ideas and opinions. Students participate in discussions with peer groups.	Students' oral responses demonstrate an ability to extend and refine knowledge automatically, to solve problems routinely, and to create unique solutions. Students are able to facilitate class discussions.	Students' oral responses demonstrate logical thinking about complex problems and the ability to apply prior knowledge and skills when confronted with perplexing unknowns. Students are skillful in discussions with peers and adults.

## Collaborative Instructional Review Classroom Visitation Rubric for Relevance

Evidence of Relevance		Below Basic	Basic	Proficient	Exemplary
<b>Meaningful Work</b>	Tangible products or observable efforts and activities lead to real-world applications.	Student work is routine and highly structured, reflects knowledge in one discipline, and usually requires the memorization of facts and formulas or an assessment of content knowledge.	Student work is structured, reflects a basic application of knowledge, and, occasionally, interdisciplinary applications. Students practice using the steps in a procedure and previous knowledge to solve problems and create solutions.	Student has choices for work that is challenging, often original, reflects application of knowledge, and requires performance, consistent with real-world applications.	Student work reflects real-world unpredictable applications of knowledge that have unknown factors, and individual and unique solutions to problems.
<b>Authentic Resources</b>	Raw materials, references, tools, equipment, and technology are real-world resources.	Students rely on the teacher as their primary resource to complete work.	Students use and rely on the teacher as their primary resource but also use textbooks, references, and secondary reading material to complete work.	Students use real-world resources such as manuals, tools, technology, primary source documents, and/or interviews to complete work.	Students select and use multiple real-world resources as well as new or unique resources unknown to teacher.
<b>Learning Connections</b>	The learning experience relates to the real world and appropriately builds on student knowledge.	Students see learning only as school requirement unrelated to their future or their outside lives.	Students begin to see connections between their learning and their lives as it relates to personal examples and applications to solve problems.	Students see connections between what they are learning and their lives and can make links to real-world applications.	Students are committed to the learning experience as something that is an essential part of meeting their future goals and life aspirations.