



## **Quality of Teaching and Learning Rubric**

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# Quality of Teaching and Learning Rubric

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### **INTELLECTUAL CHALLENGE**

Higher-order Thinking

Appropriate Content

Contextual Relevance

**1** Recall basic facts **2** Summary **3** Analysis **4** Extensive Analysis

### **LEARNING ENVIRONMENT**

Affective

Physical

Management

**1** Uncaring **2** Polite **3** Individuals are Valued **4** Students Take Intellectual Risks

### **DISCOURSE**

Learners as Partners in Conversation

Discipline-Specific Language

Language Development Opportunities

**1** Recitation **2** Open-Ended Qs **3** "Say more ." **4** Student-Focused Dialogue

### **ASSESSMENT**

Learning Goals

Assessments

Feedback

**1** No Feedback **2** "Good job." **3** Moves student to learning goal **4** Extensive, Useful Feedback

### **LESSON CYCLE**

Prior Knowledge

Instruction and Practice

Shared Reflection

Learner Responsibility

**1** Teacher Presentation **2** No Shared Reflection, No Accountability **3** No Accountability **4** All Parts of Cycle

# Quality of Teaching and Learning Rubric

Dimensions	Levels			
	1	2	3	4
<p><b>Intellectual Challenge</b></p> <p>This dimension captures cognitive complexity or academic rigor of learning activities during instruction. Quality of intellectual challenge is determined by both learner and activity. Higher levels of intellectual challenge are associated with the following:</p> <ol style="list-style-type: none"> <li><b>Higher order thinking:</b><sup>a</sup> Skills such as communicating understanding of concepts, analyzing information, applying concepts, evaluating, or making connections (i.e., higher levels of Bloom’s taxonomy),</li> <li><b>Appropriate content:</b> Learning activities that reflect a developmentally appropriate knowledge core (e.g., content standards and professional standards), and</li> <li><b>Contextual relevance:</b> Teaching that helps learners transfer content to settings beyond immediate activity.</li> </ol>	<p>Learners engage primarily in low-level thinking tasks (e.g., memorization or recall of basic facts) and spend less time* on higher order thinking tasks (e.g., analysis, synthesis, evaluation). Learning activities are not aligned with discipline-specific content standards. Neither task nor teacher helps learners transfer learning to other contexts.</p> <p>*&lt;10%</p>	<p>Learners spend some time* on higher order thinking tasks (e.g., analysis, synthesis, evaluation). Learners may be asked to describe, summarize, apply procedures. Learning activities align in a general way to content standards. Teacher sets out general expectation that learners transfer their learning to other contexts, but there is no specific discussion about how to do so.</p> <p>* About 10% to 20%</p>	<p>Learners spend a significant amount of time* on higher order thinking tasks (e.g., analysis, synthesis, evaluation). They may explain, justify with examples, or make inferences. Tasks align in some specific ways to content standards. There is some discussion for how learners should transfer their learning to other contexts, but these directions may be incomplete.</p> <p>* About 20% to 50%</p>	<p>Learners spend most of their time* on higher order thinking skills (e.g., analysis, synthesis, evaluation). Tasks align specifically and comprehensively to content standards. Teacher translates abstract learning to learners’ specific contexts in an explicit and complete way.</p> <p>*&gt;50%</p>

<p><b>Learning Environment</b></p>	<p>This dimension examines the context of learning, including classroom cultural practices and norms as well as physical and interactional spaces that foster learning. This dimension considers the following:</p>	<p>Environment is primarily negative, with no safety for learners to express themselves and no support from teacher. Teacher does not appear to know or appreciate individual learners (e.g., does not bring in their backgrounds). Teacher may communicate low expectations (e.g., "I know many of you won't do the reading."). Time and activities may be poorly managed (e.g., wasted time, learner inappropriate behavior left unchecked, too much time spent disciplining learners) or overly controlled by teacher (e.g., learners are stifled). Setting may be disorganized, dirty, or resource-poor.</p>	<p>Environment is generally safe in that there is no hostile behavior (there may even be a generally polite tone), but learners are not encouraged to voice their thoughts. Teacher makes general references to learners' backgrounds or to their experiences outside the learning setting. Teacher does not communicate expectations to motivate learners. Routines may be followed rigidly. There may be a few instances of unchecked off-task behavior. Teacher occasionally monitors learners' completion of learning tasks. Setting is fairly well organized with sufficient resources.</p>	<p>Environment encourages spontaneous and supportive sharing of ideas among learners. Teacher refers in positive ways to learners' cultures and experiences, knows individual learners' interests. Teacher communicates high expectations to some learners. Learners rely on well-established routines. Teacher regularly monitors learners' completion of learning tasks. Learners have access to supportive resources (e.g., technology). Learner work and useful references may be posted on walls. Spaces are clean, comfortable, and well-lighted.</p>	<p>Learners are comfortable giving each other critical feedback and taking intellectual risks. Teacher brings learners' experiences outside of learning setting into instruction in positive ways and connects these experiences to the content. Teacher communicates to all learners that they are capable of mastering the learning at hand and of engaging in behaviors that foster learning. Setting and activities well organized and learners monitor their own work habits as well as those of their peers. Learners have access to a rich and stimulating learning environment and rely on well-established and efficient routines.</p>
<p><b>Discourse</b></p>	<p>This dimension is the quality of dialogue teacher promotes and facilitates. In an instructional setting, high quality dialogue occurs when the following features are in place:</p>	<p>Learners do not engage in dialogue, or they have recitation-style exchanges controlled by the teacher. If teacher asks questions, they are mostly closed-ended, known-answer, directed at few learners. Teacher does not allow sufficient wait time for learners to respond. Teacher does not foster (e.g., model) use of discipline-specific language or academic language. Teacher may use slang or other forms of non-standard English unconsciously (e.g., the teacher does not explicitly contrast the slang from academic language). Teacher does not provide opportunities for ELs, SELs, or SWDs to develop oral language.</p>	<p>Teacher asks open-ended questions (e.g., what do you already know about this topic?) but does not follow up with probes for further understanding (e.g., moves to a different learner or interprets learner's response). Teacher may not allow sufficient time after posing an open-ended question. Teacher models discipline-specific language or academic language, but does not require learners to use it. Teacher provides minimal opportunities for ELs, SELs, or SWDs to develop oral language.</p>	<p>Teacher asks learners to expand their responses to open-ended questions through probes such as, "Why?" "Say more about that," or "Explain your answer." Teacher frequently asks questions intending to discover what learners know and to guide them to more refined and well-articulated understandings. Teacher models discipline-specific language and academic language and expects learners to use it. Teacher uses knowledge of discourse and learning styles of ELs, SELs, and SWDs to facilitate oral language development.</p>	<p>Teacher and learners engage in conversations and challenge each other to elaborate on their initial responses, such as by prompting, "Why?" "Say more about that," or "Explain your answer." Learners initiate this type of interaction. Teacher consistently asks questions intending to discover what learners know and to guide them to more refined and well-articulated understandings. Learners consistently use discipline-specific language and academic language. Teacher uses knowledge of discourse styles of ELs, SELs, and SWDs to facilitate oral language development.</p>

### Assessment

This dimension measures how teacher uses information about learner performance to drive instruction and provides feedback to learners to support learning goals.

1. Communication of **clear learning goals and assessment criteria**,
2. Use of information from formal and informal **assessments** (e.g., teachers' questioning learners to gauge what they are learning versus what the teacher is teaching) to alter instruction when necessary, and
3. **Feedback**:<sup>a</sup> Teacher and peers provide information to learners about their performance compared to a standard.

Teacher does not provide learning goals or assessment criteria or provides these as activities (e.g., "we will work on chapter 2"). Teacher does not assess what learners are actually learning (e.g., through questioning, tests, tasks). Instructional feedback is either not provided or else does not support learning goals. It may be inappropriate (e.g., humiliating, punitive).

While they may be broadly stated (e.g. "to improve reading comprehension"), learning goals and assessment criteria are not clearly articulated. Feedback is provided, but it only signals to learners that they are making or not making progress (e.g. "that's right") but does not indicate how.

Learning goals and assessment criteria are articulated specifically (e.g., "character development in short stories"). Teacher assesses learners' performance and tailors instruction appropriately. Teacher provides feedback that explains what is good or bad about a learner's performance. Learners understand how to improve their work.

Teacher articulates clear learning goals and assessment criteria and reinforces these throughout the lesson. Learners demonstrate understanding of assessment criteria and their progress towards learning goals. Teacher monitors the progress of learners and provides feedback to inform the improvement of their work. Additionally, feedback is given by peers.

<sup>a</sup> Indicates most important component.

<p>Lesson Cycle</p> <p>This measures the coherence of a goal-directed process that includes a logical progression of activities. That is, the lesson contains a clear beginning, middle, and end and maps onto the following phases of an instructional cycle:</p> <ol style="list-style-type: none"> <li>1. <b>Accessing prior knowledge</b> (beginning of the lesson - to motivate students and engage them in content of learning related to learning goals),</li> <li>2. Direct, explicit <b>instruction</b> or opportunities for students to engage in inquiry, using guided and/or independent <b>practice</b> and move toward learning goals (middle of the lesson),</li> <li>3. <b>Shared reflection</b>: Articulating shared understanding of what was learned, (end of the lesson) and</li> <li>4. Fostering <b>learners' responsibility</b> to evaluate, monitor, and adjust their own learning (versus engaging in activity for activity's sake). This should occur throughout the lesson.</li> </ol>	<p>The only aspect of lesson cycle that is evident is direct and explicit instruction and/or opportunities for learners to engage in inquiry, opportunities for guided or independent practice. Teacher does not access prior knowledge and there is no shared reflection with learners at the end of a lesson. Learners are not held accountable for evaluating, monitoring, and adjusting their own participation and learning.</p>	<p>Teacher asks learners about their prior understanding. Teacher provides direct, explicit instruction or opportunities for learners to engage in inquiry, opportunities for guided and/or independent practice. However, there is no shared reflection with learners at the end of a lesson, nor are learners held accountable for evaluating, monitoring, and adjusting their own participation and learning.</p>	<p>Teacher asks learners about their prior understanding, provides direct, explicit instruction or opportunities for learners to engage in inquiry, opportunities for guided and/or independent practice. Teacher helps learners make connections between activities and gives learners opportunities to reflect on what they learned, but teacher does not hold learners accountable to evaluate, monitor, and adjust their own participation and learning.</p>	<p>Teacher determines learners' prior knowledge by asking them what they know at the beginning of the lesson, provides direct, explicit instruction, and/or opportunities to engage in inquiry, guided practice, or independent practice. It is clear what learners are supposed to learn throughout the lesson. Teacher and learners co-construct a summary of what they learned. Teacher holds learners accountable to evaluate, monitor, and adjust their own participation and learning.</p>
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