

YACA ARTS INTEGRATION EVALUATION RUBRIC IN WHETSTONE

CREATING	4	3	2	1	Score:
Conceiving and developing new artistic ideas and work.	All Students are engaged in making, creating, and devolping an authentic work of art.	Some Students are engaged in making, creating, and devolping an authentic work of art.	Few students are engaged in making, creating, and devolping an authentic work of art.	No students are engaged in making, creating, and devolping an authentic work of art.	
PERFORMING, PRESENTING, PRODUCING	4	3	2	1	Score:
Performing (dance, music, theater): Realizing artistic ideas and work through interpreting and presentation. Presenting (visual arts): Interpreting and sharing artistic work. Producing (media arts): Relizing and presnting artistic ideas and work.	Students can analyze, interpert, and present an art form.	Students can interpert and present an art form.	Students can present an art form.	Students do not present an art form.	
RESPONDING	4	3	2	1	Score:
Understanding and evaluating how the arts convey meaning.	Students can analyze, evaluate and convey meaning within an artwork	Students can evaluate and convey meaning within an artwork	Students can convey meaning within an artwork	Students cannot analyze, evaluate or convey meaning with in an artwork	
CONNECTING	4	3	2	1	Score:
Relating artistic ideas and work with personal meaning and external context	Students can synthesize and can make connections to accademic content and lived experiences when making art	Students can synthesize and make connections to academic or lived experiences when making art.	Students can make a connecton to academic or lived experiences when art making.	Students cannot make a connection	
PROJECT MANAGEMENT students are on-task and on-time as it relates to project goals.	Progress toward completing the creative work is evident. Students are aware of their progress toward the final goal. Students use this knowledge to drive achievement of the goal.	Progress toward completing the creative work. Students are aware of their progress toward the final goal.	Progress towards completing the creative work. Students are not aware of their progress toward the final goal.	Limited progress toward completing the creative work. Students are not aware of their progress toward the final goal.	
DEMONSTRATION OF LEARNING	<ul style="list-style-type: none">• Checks for Understanding: Questions, tasks, or assessments yield data that allow the teacher to assess students' progress toward learning goals and help pinpoint where understanding breaks down to regularly make adjustments in instruction.• Evidence: When asked, all or almost all students provide meaningful oral or written evidence to support their thinking.• Student Understanding: Student responses, work, and interactions demonstrate that all or almost all students are on track to achieve learning goals.• Data Tracking: All or almost all students monitor their own progress, identify their own errors, and seek additional opportunities for practice.	<ul style="list-style-type: none">• Checks for Understanding: Questions, tasks, or assessments yield data that allow the teacher to assess students' progress toward learning goals and/or help pinpoint where understanding breaks down to sometimes make adjustments in instruction.• Evidence: When asked, most students provide meaningful oral or written evidence to support their thinking. Student• Understanding: Student responses, work, and interactions demonstrate that most students are on track to achieve learning goals.• Data Tracking: Most students monitor their own progress, identify their own errors, and seek additional opportunities for practice.	<ul style="list-style-type: none">• Checks for Understanding: Questions, tasks, or assessments yield data that only partially allow the teacher to assess students' progress toward learning goals.• Evidence: When asked, some students provide meaningful oral or written evidence to support their thinking.• Student Understanding: Student responses, work, and interactions demonstrate that some students are on track to achieve learning goals.• Data Tracking: Some students monitor their own progress, identify their own errors, and seek additional opportunities for practice.	<ul style="list-style-type: none">• Checks for Understanding: Questions, tasks, or assessments do not yield data that allow the teacher to assess students' progress toward learning goals.• Evidence: When asked, very few or no students provide meaningful oral or written evidence to support their thinking.• Student Understanding: Student responses, work, and interactions demonstrate that most students are not on track to achieve learning goals.• Data Tracking: Very few or no students monitor their own progress, identify their own errors, and seek additional opportunities for practice.	
QUESTIONING AND CRITICAL THINKING	<p>Student cognitive work (including teacher questions) is on the skills/concept level of Webb's Depth of Knowledge at least half of the time observed.</p> <p>AND</p> <p>Student cognitive work includes the extended thinking level of Webb's Depth of Knowledge.</p> <p>Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.</p>	<p>Student cognitive work (including teacher questions) is on the skills/concept level of Webb's Depth of Knowledge at least half of the time observed.</p> <p>AND</p> <p>Student cognitive work includes the strategic thinking level of Webb's Depth of Knowledge.</p> <p>While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</p>	<p>Student cognitive work (including teacher questions) is on the skills/concept level of Webb's Depth of Knowledge at least half of the time observed.</p> <p>Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.</p>	<p>Student cognitive work (including teacher questions) is mostly on the recall and reproduction Webb's Depth of Knowledge.</p> <p>Teacher's questions are of low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.</p>	
Co-Teaching	4	3	2	1	Score:
Collaboration - accountability and active involvement in all aspects of instuction.	Co-Teacher roles are strategic yet flexible and at times shared. It is difficult to tell the teaching artist from the teacher. Co-Teachers engage in dialogue with one another and the class. Both teachers are actively involved in instruction. Co-Teacher actions strategically support student instruction. They may model a "think aloud", paticipate in class as an active learner, ask students questions or assist students.	Both teachers have clear roles in the lesson, yet they may adapt to respond to instructional needs. Co-Teachers engage in dialogue with one another and the class. Co-Teacher actions support student instruction. They may model a "think aloud", paticipate in class as an active learner, ask students questions or assist students.	The role of one or both of the teachers is unclear. Dialogue between Co-Teachers is limited. Both teachers may be present but one has limited engagement with instruction.	The role of one or both of the teachers is unclear. One of the teachers is engaged with other work or not present for more than half of the class.	
Teacher Skill Transfer -	Co-teachers are actively practicing the identified instructional transfer skills. The co-teachers continually discuss and reflect upon the instructional skills transfer. Both teachers engage in instructional "risk taking". They share each others content and model support for the other's exploration and creative experimentation.	Co-teachers are actively practicing the identified instructional transfer skills. The co-teachers continually discuss and reflect upon the instructional skills transfer.	The co-teachers are not practicing the identified instructional transfer skill. The co-teachers have not discussed how the sharing of skills will happen.	The co-teachers are not aware of instructional transfer skills.	

YACA ACADEMIC AND BEHAVIROAL CLIMATE EVALUATION RUBRIC IN WHETSTONE

Academic Climate				
Indicator	Ineffective	Developing	Proficient	Highly Effective
Learning Outcomes	<p>Learning Target is clearly missing three of the following indicators: specificity, measurability, achievability in the time allotted, and relevance to the state standards for a particular grade level.</p> <p>OR</p> <p>Lesson's objective is activity-based.</p> <p>Little (or few) of the lesson's content, questions, activities and teacher communication of target drive towards Mastery of the learning outcome.</p>	<p>Learning Target is clearly missing two of the following indicators: specificity, measurability, achievability in the time allotted, and relevance to the state standards for a particular grade level, BUT the lesson's objective is not activity-based.</p> <p>AND</p> <p>Some of the lesson's content, questions, activities and teacher communication of target drives towards Mastery of the learning outcome.</p>	<p>Learning target is clearly missing one of the following indicators: specificity, measurability, achievability in the time allotted, and relevance to the state standards for a particular grade level.</p> <p>AND</p> <p>Most of the lesson's content, questions, activities and teacher communication of the target drive towards Mastery of the learning outcome.</p>	<p>Learning target has all of the following indicators: specificity, measurability, achievability in the time allotted, and relevance to the state standards for a particular grade level.</p> <p>AND</p> <p>All of the lesson's content, questions, activities and teacher communication of the target drives towards Mastery of the learning outcome.</p>
Student Engagement	<p>The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes, or require only rote responses. The pace of the lesson is too slow or rushed. Less than 50% of students are intellectually engaged or interested.</p>	<p>The learning tasks or prompts are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged. ~50% of students are intellectually engaged or interested.</p>	<p>The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing students the time needed to be intellectually engaged. 75% of students are intellectually engaged or interested.</p>	<p>90% of students are intellectually engaged in challenging content, through well designed learning tasks, and suitable scaffolding by the teacher, and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as a resource for one another.</p>
Demonstration of Learning	<p>Checks for Understanding: <50% of questions, tasks, or assessments do not yield data that allow the teacher to assess students' progress toward learning goals.</p> <p>Evidence: When asked, <50% of students provide meaningful oral or written evidence to support their thinking.</p> <p>Student Understanding: <50% of student responses, work, and interactions demonstrate that most students are not on track to achieve learning goals.</p> <p>Data Tracking: <50% of students monitor their own progress, identify their own errors, and seek additional opportunities for practice.</p>	<p>Checks for Understanding: 50% of questions, tasks, or assessments yield data that only partially allow the teacher to assess students' progress toward learning goals.</p> <p>Evidence: 50% of students when asked, some students provide meaningful oral or written evidence to support their thinking.</p> <p>Student Understanding: 50% of student responses, work, and interactions demonstrate that some students are on track to achieve learning goals.</p> <p>Data Tracking: 50% of students monitor their own progress, identify their own errors, and seek additional opportunities for practice.</p>	<p>Checks for Understanding: 75 % of questions, tasks, or assessments yield data that allow the teacher to assess students' progress toward learning goals and/or help pinpoint where understanding breaks down to sometimes make adjustments in instruction.</p> <p>Evidence: When asked, 75% of students provide meaningful oral or written evidence to support their thinking. Student</p> <p>Understanding: 75% of student responses, work, and interactions demonstrate that most students are on track to achieve learning goals.</p> <p>Data Tracking: 75% of students monitor their own progress, identify their own errors, and seek additional opportunities for practice.</p>	<p>Checks for Understanding: 90% of Questions, tasks, or assessments yield data that allow the teacher to assess students' progress toward learning goals and help pinpoint where understanding breaks down to regularly make adjustments in instruction.</p> <p>Evidence: When asked, 90% of students provide meaningful oral or written evidence to support their thinking.</p> <p>Student Understanding: 90% of student responses, work, and interactions demonstrate that all or almost all students are on track to achieve learning goals.</p> <p>Data Tracking: 90% of students monitor their own progress, identify their own errors, and seek additional opportunities for practice.</p>
Questioning and Critical Thinking	<p>Student cognitive work (including teacher questions) is mostly on the recall and reproduction Webb's Depth of Knowledge.</p> <p>Teacher's questions are of low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.</p>	<p>Student cognitive work (including teacher questions) is on the skills/concept level of Webb's Depth of Knowledge at least half of the time observed.</p> <p>Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.</p>	<p>Student cognitive work (including teacher questions) is on the strategic thinking level of Webb's Depth of Knowledge at least half of the time observed.</p> <p>AND</p> <p>Student cognitive work includes the strategic thinking level of Webb's Depth of Knowledge. While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</p>	<p>Student cognitive work (including teacher questions) is on the extended thinking level of Webb's Depth of Knowledge at least half of the time observed.</p> <p>AND</p> <p>Student cognitive work includes the extended thinking level of Webb's Depth of Knowledge. Teacher uses a variety or series of questions or prompts to challenge students cognitively, advanced high level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.</p>

Behavioral Climate				
Indicator	Ineffective	Developing	Proficient	Highly Effective
% of Students On Task	50% or fewer students are on-task (or the teacher consistently gets 50% or fewer students on-task) the majority of the time observed. OR There may be safety concerns present.	More than 50% of students are on-task (or the teacher consistently gets more than 50% of students on-task) the majority of the time observed.	At least 75% of students are on-task (or the teacher consistently gets at least 75% of students on-task) the majority of the time observed.	At least 90% of students are on-task (or the teacher consistently gets at least 90% of students on-task) the majority of the time observed.
Responding to Misbehavior	Less than 50% of the time, the teacher responds to misbehavior. AND Less than 50% of the time observed, students get back on-task when corrected.	50% of the time, the teacher responds to misbehavior. AND 50% of the time observed, students get back on-task when corrected.	75% of the time, the teacher responds to misbehavior. AND 75% of the time observed, students get back on-task when corrected. AND The rest of the class maintains its focus during this time.	90% of the time, the teacher responds to misbehavior OR little to no misbehavior is present. AND 90% of the time, students get back on-task when corrected. AND The rest of the class maintains its focus during this time.
Directions	For less than 50% of the time, students rarely receive clear and concise directions and/or know what to do. OR Students rarely know what to do with little or no teacher prompting.	Students receive clear and concise directions and know what to do for at least 50% of the time observed. OR Students know what to do with little or no teacher prompting for at least 50% of the time observed. OR When students execute directions, some instructional time is lost.	Students receive clear and concise directions and know what to do for 75% of time observed. OR Students know what to do with little or no teacher prompting for 75% of the time observed. AND When students execute directions, minimal instructional time is lost.	Students receive clear and concise directions and know what to do for 90% of time observed. OR Students know what to do with little or no teacher prompting for 90% of the time observed. AND When students execute directions, little to no instructional time is lost.
Climafe	Less than 50% of the time, the classroom climate includes gestures and/or statements that increase: 1. the whole group's motivation to learn OR 2. individual students' motivation to learn.	For 50% of the time of the time observed, when appropriate, the classroom climate includes gestures and/or statements that increase: 1. the whole group's motivation to learn AND/OR 2. individual students' motivation to learn.	For 75% of the time observed, when appropriate, the classroom climate includes gestures and/or statements that increase: 1. the whole group's motivation to learn AND/OR 2. individual students' motivation to learn.	For 90% of the time observed, when appropriate, the classroom climate includes gestures and/or statements that increase: 1. the whole group's motivation to learn AND 2. individual students' motivation to learn.