Poverty Rubric

Criteria/ Rating	No Evidence	In Progress	Greatest Impact
Relationships	●The teacher does not communicate personal interest in students and rarely interacts with students. ●Lessons are not designed to support a safe learning environment. ●Students are not given opportunities to collaborate or support each other.	●The teacher communicates interest in each student as an individual. ●The teacher creates a safe learning environment ●by planning lessons that build in complexity. Students generally collaborate and support each other.	●The teacher communicates genuine interest in each student as an individual and uses knowledge of students' interests to make personal connections during lessons. ●The teacher creates a safe learning environment by starting lessons with what students know, sequencing lessons so they build in complexity, and creating a collaborative classroom culture in which students support each other.
Environment	●The classroom does not have clearly defined spaces where students can easily access learning support. ●The classroom has clutter and displays that are distracting to students. ●There are no visuals displayed to support learning or so many visuals that students cannot easily locate information on current content. ●Student work is not displayed. ●Students always work in isolation from each other.	●The classroom is organized to support learning with clearly defined spaces for different content areas. ●The classroom is free of clutter and has very few visual distractions. ●Most displays focus on current content. ●Student work is displayed to validate achievement and create a learning community. ●Students are given multiple opportunities to collaborate.	●The classroom is organized to support learning with clearly defined spaces for different content areas that help students locate and remember information. ●The classroom is free of clutter and visual distractions. ●Advance Organizers such as Student Learning Maps, Word walls, anchor charts and other visual tools are displayed and used to support learning of current content. ●Authentic student work is displayed to validate achievement and create a learning community. ●The teacher creates a collaborative climate in which students learn together and provide mutual support.
Engaging Lessons	●Lessons are not planned or do not incorporate engagement strategies. Students often listen to lengthy lectures with no active involvement. ●Questions focus on recall of specific facts with right or wrong answers. There are not opportunities to rehearse answers before being called on. ●Assignments are often worksheets or other low level tasks. ●Lessons do not provide opportunities for movement.	●Teachers plan for and provide engagement through most of the lesson. ●Questions are higher order and open-ended. Students are usually given opportunities to respond to a partner or write a response before sharing with the class. ●Most assignments are authentic and relevant. ●Lessons provide some opportunities for movement to enhance engagement and deepen understanding of content.	●The framework is used to plan for and provide engagement throughout the lesson. ●Many open-ended, higher order thinking questions are used to provoke interest and encourage a variety of responses and viewpoints. Students always have opportunities to answer to a partner or write an answer before responding in front of the class. ●Authentic, relevant assignments are provided and students often have a choice in how to demonstrate understanding. ●Lessons are planned to provide opportunities for movement that enhance engagement while deepening understanding of content

Influences Attitudes	●The teacher establishes below grade-level learning goals. ●The lesson does not build in complexity as it progresses. ●Students rarely receive feedback before being graded on their performance.	●The teacher establishes grade-level learning goals. ●The lesson is sequenced to create early success and builds to more challenging activities. ●The teacher provides feedback so students can improve their performance before being graded.	●The teacher establishes grade-level learning goals while communicating the expectation that students will be successful. ●The lesson is sequenced to create early success and builds to more challenging activities. ●The teacher provides effective feedback throughout lessons to build student success with opportunities for students to use feedback to improve before being graded.
Builds Cognitive Capacity	●The teacher does not plan or use strategies and tools to support working memory. ●The student does not receive explicit instruction or other support in using higher order thinking strategies. ●Students receive no vocabulary instruction or vocabulary work focuses on copying dictionary definitions and writing sentences. ●Students rarely write during lessons.	●The teacher uses strategies and tools to support working memory. ●Students receive explicit instruction prior to using higher order thinking strategies independently. Some resources are provided. ●Vocabulary is previewed before the lesson, emphasized during the lesson, and reinforced at the end of the lesson using research-based strategies. Interactive word walls are used. ●Students are given opportunities to complete summary point writing tasks during Learning Activities.	●The teacher uses multiple strategies and tools to support working memory such as visuals, mnemonics, and distributed summarizing ●The teacher explicitly teaches higher order thinking strategies before expecting students to use them independently. The vocabulary, graphic organizer and steps in the process are available to support students. ●The teacher builds vocabulary knowledge throughout every lesson using research-based strategies. Ongoing vocabulary development Is supported with interactive word walls, vocabulary notebooks and vocabulary games. ●Students are given frequent planned opportunities to complete short summary point writing tasks throughout lesson instruction.
Demonstrates High Expectations	●Learning goals, Lesson Instruction and Assignments convey low expectations for all students.	●Learning goals, Lesson Instruction and Assignments convey high expectations for most students	●Learning goals, Lesson Instruction and Assignments convey high expectations for all students.