

Collaborative Pairs Rubric

Criteria/ Rating	No Evidence	In Progress	Greatest Impact
Planning	The lesson plan does not include <u>when</u> , <u>where</u> and <u>how</u> collaborative pairs will be used during the lesson.	<p>The lesson plan includes when, where, and how collaborative pairs will be used during the lesson.</p> <p>Questions and prompts for pairs are detailed in the lesson plan.</p> <p>A variety of types of collaborative pairs strategies are incorporated in lessons.</p>	<p>The lesson plan consistently details <u>when</u>, <u>where</u> and <u>how</u> collaborative pairs will be used throughout the lesson.</p> <p>Specific questions and prompts for pairs are designed to promote thoughtful responses and Numbered Heads are used to promote individual accountability for listening and responding. Questions are often higher order thinking questions.</p> <p>Collaborative pairs strategies are purposefully selected to align to Learning Goals and Levels of Learning.</p>
Implementing	<p>The classroom arrangement is not conducive for collaborative pairs.</p> <p>The teacher does not allow time for students to reflect on and discuss their new knowledge with a partner.</p> <p>Only volunteers are called on to respond to questions.</p> <p>The teacher does not provide opportunities during the lesson for students to work in collaborative pairs before working independently.</p>	<p>The teacher arranges the classroom so it is conducive for collaborative pairs.</p> <p>The teacher has established expectations and routines to support effective use of collaborative pairs.</p> <p>The teacher provides opportunities during the lesson for partners to respond to questions, summarize, and practice with a partner.</p> <p>The teacher monitors partners' writing and conversations.</p>	<p>The teacher arranges the classroom so it is conducive for collaborative pairs, and students know how to quickly form pairs.</p> <p>The teacher has established clear expectations and routines that promote efficient and productive conversations between partners. Students clearly understand the purpose of collaborative conversations in supporting learning.</p> <p>The teacher consistently provides multiple opportunities during the lesson for students to use collaborative pairs to respond to questions, for distributed summarizing and distributed practice prior to independent work.</p> <p>The teacher carefully monitors thinking/conversations/writing and uses responses to inform instruction.</p>