Acceleration Rubric

Criteria	No Evidence	In Progress	Greatest Impact
Planning	There is no proactive planning to avoid learning difficulties during the lesson or collaboration with other teachers or support personnel.	The teacher analyzes the Learning Goals of the lesson and uses assessment data to determine where specific students may struggle or need more challenge during instruction and proactively plans adjustments to meet these needs. The Preview Plan is provided to 'double dose' support personnel at least a week prior to instruction.	The teacher consistently analyzes the Learning Goals of the lesson and uses formative assessment data to determine where specific students may struggle or need more challenge during instruction and proactively plans meaningful adjustments to meet these needs. The Preview Plan is consistently provided to 'double dose' support personnel two to three weeks prior to instruction.
Previewing	No attempt is made to build background knowledge of content, vocabulary or thinking strategies prior to or during instruction or to work with support teachers in implementing previewing.	The teacher builds background knowledge about a topic, previews key vocabulary using research-based vocabulary strategies, uses advance organizers to preview content of new lesson/unit content, and previews graphic organizers	The teacher consistently builds background knowledge about a topic, previews key vocabulary using effective, research-based vocabulary strategies, uses advance organizers to preview content of new lesson/unit content, and previews graphic organizers by modeling and thinking aloud about the steps in the process.
Scaffolding	No attempt is made to provide scaffolding for struggling learners to ensure access to the lesson content.	The teacher ensures access to content by providing support during the lesson through varied materials, supported processing activities, modified graphic organizers and varied questioning. Flexible groups are used to provide support.	The teacher always ensures access to content by providing support throughout the lesson through varied materials, supported processing activities, modified graphic organizers and varied questioning. Flexible groups are consistently used to provide support.
Challenge	No attempt is made to provide more challenge for advanced learners.	Alternative instructional activities utilizing more complex content or more complex thinking are often provided for students who have mastered grade-level content or who learn it very quickly. Flexible grouping is sometimes used to provide challenge	Alternative instructional activities utilizing more complex content and more complex thinking are consistently provided for students who have mastered grade-level content or who learn it very quickly. Flexible grouping is used to provide challenge.

Differentiated Assignments	All students consistently receive the same assignment with no attempt at differentiation.	Differentiated assignments are frequently provided that address the same Learning Goals but are structured to provide varied degrees of complexity.	Differentiated assignments are a classroom norm. All differentiated assignments require higher order thinking and target the same Learning Goals, yet are structured to provide varying degrees of complexity based on careful analysis of student readiness.
Remediation and Review	Remediation does not occur in a timely manner. There are no plans for scheduled reviews.	Remediation is timely and focuses on essential content. Remedial instruction is somewhat different from the initial instructional activities. Scheduled reviews occur systematically.	Remediation is timely, focused on essential content, and uses methods that are different from those originally used to teach the concepts. The remediation approaches are designed to motivate students and build confidence. Scheduled reviews occur systematically for all learners and are designed to actively engage students.