Learning Activities Rubric

Criteria/ Rating	No Evidence	In Progress	Greatest Impact
Alignment to Learning Goals	Learning Activities are randomly selected and not aligned to the Learning Goals established for the lesson. Learning Activities are not logically sequenced or do not progress in complexity so students are prepared to complete the lesson Assignment.	Learning Activities are aligned to the Learning Goals of the lesson. Learning Activities are logically sequenced and prepare most students for completing the lesson Assignment.	Learning Activities are intentionally selected to align to the cognitive level of each of the Learning Goals of the lesson. Learning Activities are logically sequenced by Levels of Learning. By the end of the lesson students are working at Levels 3 or 4 and are prepared for successfully completing a rigorous Level 3 or 4 Assignment.
Engagement	Teacher talk or lecture is the predominant type of Learning Activity. Students often complete worksheets or other low level tasks. Opportunities to discuss learning with a partner are infrequent. Students sit for extended periods.	Lectures are broken into short segments with opportunities for students to process information between segments. Students are engaged in activities that require thinking. Numbered Heads are used to build opportunities for students to discuss the content they are learning and respond to questions. Purposeful movement is built into Learning Activities.	The lesson is chunked so students have frequent opportunities to summarize, discuss content, respond to questions, write, and demonstrate skills with a collaborative partner throughout the lesson. Learning Activities are designed to promote higher order thinking, active involvement, and application of learning. A variety of types of learning experiences are used within and across Learning Activities, including writing. A variety of types of Collaborative Pairs activities are planned and used purposefully to engage students. Activities are planned to provide movement that enhances engagement while deepening understanding of content.
Distributed Summarizing and Practice	Students rarely write during lessons. Students do not receive opportunities for distributed practice before being asked to demonstrate new skills independently.	Students are given opportunities to complete summary point writing tasks during Learning Activities. When learning new skills, students have opportunities for distributed practice with feedback.	Students are given frequent, planned opportunities to think, talk, and write to learn throughout the Learning Activity. The responses are used as distributed formative When learning new skills, students have opportunities for collaborative, distributed practice with feedback such as Pairs Checking.
Questioning	Questions posed during Learning Activities are not planned and tend to be low level. The teacher gets only volunteers' answers/ feedback or does not systematically ensure that every student is included. The teacher does not modify instruction based on feedback.	Questions are detailed in the lesson plan. The teacher gathers informal feedback at least from every collaborative pair at some point during the lesson. The teacher uses feedback to modify instruction.	Questions that promote higher order thinking are detailed in the lesson plan. The teacher gathers informal feedback from every student several times during the lesson as formative assessment. Answers gauge level of student understanding to that point in the lesson and the teacher uses feedback to modify instruction as needed.