

## Classroom Learning Environment Rubric

Criteria/ Rating	No Evidence	In Progress	Greatest Impact
<b>Lesson Essential Question</b>	<p>Lesson Essential Question is not displayed or is so small that it is not useful for students.</p> <p>Key vocabulary of the question has not been identified.</p>	<p>Lesson Essential Question is displayed in a consistent location at the front of the room and or in a designated subject/course location where it can be used to introduce the lesson and be easily referred to throughout the lesson.</p> <p>Lesson Essential Question is large enough to be seen by all students. Key vocabulary is highlighted.</p>	<p>Lesson Essential Question is displayed in a consistent location at the front of the room or in a designated subject/course location where it can be used to introduce the lesson and be easily referred to throughout the lesson.</p> <p>Lesson Essential Question is written in student appropriate language. Key vocabulary is highlighted and emphasized.</p>
<b>Content Vocabulary Displays</b>	<p>Vocabulary is not posted by content or it is not relevant to the current lesson.</p>	<p>Vocabulary is posted for current content but is not visually organized so that students can easily make connections among the terms/concepts.</p> <p>Words may not be large enough to be seen by all students.</p>	<p>Vocabulary represents current content, is visually organized by concept, and includes examples and visuals.</p> <p>Students can easily visualize connections among terms/concepts.</p> <p>Terms/concepts are located in a subject specific area and can be easily seen and used by all students.</p>
<b>Anchor Charts</b>	<p>Classroom visuals are distracting and do not support learning.</p>	<p>Anchor Charts are displayed but lack purpose and are not being used to facilitate learning.</p> <p>There are numerous Anchor Charts and students struggle to find the one they need.</p>	<p>Anchor Charts are created with students and are referred to and used throughout instruction.</p> <p>Current Anchor Charts are displayed in a prominent location organized by subject and can be easily viewed and used by all students.</p> <p>Previous charts are archived in a location where students can still access them.</p> <p>The room is free of visuals that do not support current learning expectations.</p>
<b>Student Work Displays</b>	<p>Student work is not posted.</p>	<p>Student work is posted but does not reflect current content.</p> <p>Determining the purpose of the work is difficult since the displays are missing the date, standard(s), Lesson Essential Question, rubric, Graphic Organizer and drafts.</p>	<p>Posted student work reflects the most recent Assignment.</p> <p>There is a clear alignment to the Learning Goals and displays include the date, standard(s), Lesson Essential Question, rubric, Graphic Organizer and drafts.</p>
<b>Furniture</b>	<p>Desks are arranged in a way that is not conducive to partner collaboration.</p> <p>The guided work table, if present, is cluttered, messy, and does not have learning supports.</p>	<p>Student desks are arranged for student collaboration, but the arrangement is awkward and some students may have their backs to the area where instruction takes place.</p> <p>The guided work table (if applicable) is positioned so that students may become distracted and have difficulty focusing on the instruction.</p>	<p>Student desks are arranged for pair and group collaboration.</p> <p>The guided work table (if applicable) is positioned so students are facing a wall or bulletin board that displays current Anchor Charts.</p> <p>The position of the table minimizes distractions.</p>