

Cognitive Compatible Classroom Staff Development (CCC) Elementary/Intermediate Assessment Rubric

School: _____
 Teacher: _____
 Date: _____
 Grade: _____ Room: _____
 Program Start Date: _____

	Component	Notes	0 Negligible	1 Beginning	2 Partial	3 Full
1.	ENRICHED ENVIRONMENT Being there Heart affect Hands-on (real items)	*books/baskets *games/cards	Real items are seldom or never used to support the curriculum.	Real items are used to support the curriculum, but not on a routine basis.	Real items are often used to support curriculum. They are available to the students.	Hands on (real items) Immersion table to support current curriculum topics.
2.	MEANINGFUL CONTENT AND CONTEXT Absence of Clutter Menu of the day	*well organized *schedule posted	Decorations are abundant which do <u>not</u> relate to the curriculum. Clutter is prevalent.	Some of the room decorations relate to current content. Some reference to the menu. Some clutter is evident.	Majority of room decorations relative to current content. Menu available to students. Clutter is minimal.	Room decorations relate to current content. Absence of clutter. Menu is posted in the room.
3.	COLLABORATION Students teaching each other & providing a sounding board for ideas and time for reflection. Comparative learning strategies; connect with prior learning.	*small groups carpet *class meetings *read aloud with students gathered around teacher	Students are passive learners. Not much student-to-student interaction.	Beginning to use cooperative learning groups and partnering as a strategy. Attempts are made to make connections.	Some use of: Cooperative learning groups. Some partnering. Some connection made with prior learning.	Cooperative learning groups and partnering on a routine basis. Frequent connections with prior learning.
4.	MOVEMENT Variety Use of movement, music, spatial	*turn and talk *stand and stretch *transition to music	Movement to promote learning is not evident, emphasis on seatwork.	Movement is used on a limited basis.	Some movement is used in some curriculum areas	Extensive appropriate use of movement throughout the curriculum.
5.	CHOICES Well designed by the teachers to accommodate the multiple intelligences	*writing - choose topics *book selection *choice of assignments	Students are not given options regarding assignment format.	Some opportunities for students to change assignment format.	Daily opportunities for students to choose formats for their assignments.	Frequent opportunities for students to choose format for their assignments. Creative input is encouraged.

		0	1	2	3	
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6.	<p>ADEQUATE TIME</p> <p>Focus on concepts, leave the trivial behind *make time for individual & group reflection – the “so what” of the lesson – why this was important</p>	<p>*last few minutes of lesson for reflection time *summarize lesson</p>	<p>Focus on product and results rather than process. Importance of the concept neglected.</p>	<p>Some evidence of student reflection and sharing.</p>	<p>Daily opportunities for students to reflect, limited teacher questioning to promote focus on the concepts.</p>	<p>Frequent opportunities for students to reflect, coupled with teacher questioning to promote focus on the concept.</p>
7.	<p>IMMEDIATE FEEDBACK</p> <p>This builds patterns. Catch mistakes early and use them to understand why misconception occurred.</p>	<p>*book conferences *writing conferences</p>	<p>Teacher circulates to keep children on task and check on completion of work.</p>	<p>Use of overhead or board by students with explanations required about the answer.</p>	<p>Daily feedback and use of mistakes to correct erroneous learning. Feedback given only to correct errors on some projects</p>	<p>Frequent checks for comprehension. Use of hand signals, white boards, questioning, conferencing.</p>
8.	<p>MASTERY</p> <p>Is it useful in the real world? What do you want students to understand (from the lesson)? What do you want them to do with it?</p>	<p>*essential question – key learning</p>	<p>Not much relevance is in evidence; focus on covering content.</p>	<p>Some focus on relevance of the content and planned connections with prior learning.</p>	<p>Some emphasis on real world application. Conscious effort to move from the concrete to the abstract.</p>	<p>Emphasis is on real world application. Concepts are the focus and students given opportunity to apply their knowledge.</p>
9.	<p>ABSENCE OF THREAT/REFLECTIVE THINKING</p> <p>Curriculum is age appropriate. Explanation is encouraged. Respect for one another is _____ Ex. No Put Downs</p>	<p>*are students engaged?</p>	<p>No evidence that life skills are in use by the teacher or the students.</p>	<p>Life skills are posted and students know what they mean, usage is encouraged.</p>	<p>Elements of a learning community are in place. Life skills are in use.</p>	<p>Learning Community Teacher and students routinely practice life skills.</p>