

HIIP Rubric with Considerations for Virtual Learning

4= Excellent (All or Almost all)	3: Good (Most)	2= Approaching (Some)	1: Needs Imp (Few/None)
Culture of Learning - Strong Start Rubric for September 8 - November 30, 2020			
<ul style="list-style-type: none"> • Tone of the class is very positive. There is a palpable zest for learning. Effort illustrates that students believe their own work and their classmates' work matters a lot. Students demonstrate a growth mindset for themselves and their peers. Teacher(s) and students talk about themselves and each other in an asset-based way. Teachers narrate positive messages about student work • Virtual learning is treated as an opportunity, not a deficit • All students understand the purpose of the lesson as well as the arc of the unit and can authentically explain the what and the why. Students assign themselves quality work if they finish early. • All, or almost all, students demonstrate a willingness to take academic and social risks. Students encourage each other and authentically celebrate each other. Students use tech functions (clap, thumbs up, etc.) to encourage and celebrate each other, share confusion or understanding of the lesson • All students are accountable for establishing and/or maintaining systems and routines that ensure every minute of class time is valued. Technology specific routines are established and upheld by students • All (or all but 1) students demonstrate excellent student habits including volume, active listening, participating in whole group and partner work, and completing instructional activities. • Executive functioning skills/instruction are made explicit throughout the lesson and support learning. Ex. Screen Set up 			
Design High-Quality Work			
<ul style="list-style-type: none"> • Standard, objective, and task are well aligned. • All or almost all students can state the CFS and/or criteria for exemplary work throughout the lesson. • Students spend almost all of class time on the most rigorous tasks and questions at the deepest DOK demanded by the standard and topic. Time for self and/or communal reflection built into lessons. • Accommodations and modifications are leveraged so that all or almost all students have access and are challenged. Accommodations showcase a wide range of technology tools so that students can best access the work. 			
Lifting			
<ul style="list-style-type: none"> • All or almost all students do the heavy lifting of thinking, questioning, writing, and/or speaking. • When listening, students have a clear thinking job all or almost all of the time. • All or almost all students seek to understand without teacher intervention and use a variety of resources besides the teacher to engage with the task and clarify misconceptions. • All or almost all students are prepared to answer a question when cold-called, turning and talking or writing. • All or almost all students provide meaningful evidence and explain the logic of their thinking to support their thinking in discussion and writing • Discourse requires evidence, reasoning, and analysis/synthesis/evaluation • Discourse engages the entire class (speaking, note-taking, active listening, etc.) Discourse results in thinking that is fully coherent, insightful, and precise/accurate. During remote learning, discourse should also apply to "chatting", "polling" or other forms of interactions had; teacher to students and student to student. • The lesson intentionally builds background knowledge. • Virtually, lessons allow for a mix of group and independent practice for tasks. 			
CFIU			
<ul style="list-style-type: none"> • Teacher and students have methods to monitor their progress at all or almost all times. Teacher has systems to progress monitor student work virtually (following along in student document, discussion doc, using chat features, etc) • All or almost all students receive clear, actionable feedback (from peers and/or teacher or self-reflection), or some students receive extended conferences with the teacher based on need. Feedback is given against the CFS and/or exemplar(s). • Students still receive individualized feedback on their virtual work from teacher and/or peers and have the opportunity to implement the feedback. • All or almost all students refer to clear and criteria and evidence when evaluating their work or the work of other students. CFS are consistently posted and accessible for students virtually (always on PPT, student work document, etc) • All or almost all written or oral responses meet the stated criteria. • Students have many opportunities to debrief common misunderstandings or to practice problem types or tasks based on previous or current areas of difficulty. 			