

Model Classroom Teacher Rubric Updates - Crosswalk by Element

Use this resource to compare the elements from the 2018 Model Rubric with the 2024 Model Rubric.

Standard I: Curriculum, Planning, and Assessment

2018 Model Rubric	2024 Updated Model Rubric
I-A Curriculum and Planning	
<p>I-A-1 Subject Matter Knowledge: Demonstrates sound knowledge and understanding of the subject matter and the pedagogy it requires by consistently engaging students in learning experiences that enable them to acquire complex knowledge and subject-specific skills and vocabulary, such that they are able to make and assess evidence-based claims and arguments.</p>	<p>Subject Matter Knowledge: Demonstrates sound knowledge of the subject matter by:</p> <ul style="list-style-type: none"> Using evidence-based pedagogical practices that enable all students to develop and apply grade-level knowledge and skills in relevant and real-world contexts. Supporting all students to make connections between the subject matter and real-world issues with impact on their communities and the world.
<p>I-A-2 Child and Adolescent Development: Demonstrates knowledge of the developmental levels of students in this grade or subject and the different ways they learn by providing differentiated learning experiences that enable all students to exercise self-management, make responsible decisions, and progress toward meeting intended outcomes.</p>	<p>Knowledge of Students: Builds on and draws from knowledge of their students' identities, skills, developmental levels, cultures, languages, and communities to provide relevant and differentiated learning experiences that enable all students to develop and exercise social-emotional skills (e.g. self-management and making responsible decisions) and progress towards grade-level standards.</p>
<p>I-A-3 Well-Structured Units and Lessons: Adapts as needed and implements standards-based units comprised of well-structured lessons with challenging tasks and measurable outcomes; appropriate student engagement strategies, pacing, sequence, resources, and grouping; purposeful questioning; and strategic use of technology and digital media; such that students are able to learn the knowledge and skills defined in state standards/local curricula.</p>	<p>Curriculum Literacy: Skillfully uses curricular materials by:</p> <ul style="list-style-type: none"> Determining strengths and weaknesses of materials and adapting as necessary to plan evidence-based, inclusive, and culturally sustaining instruction, including identifying opportunities to create meaningful, relevant connections rooted in the local context. Identifying necessary supplemental resources and/or tiered supports to provide all students access to grade-level instruction. Utilizing a coherent instructional approach that builds student learning towards grade-level standards and individual learning goals over time through aligned lesson goals, scope, sequence, and tasks.

I-B Assessment	
<p>I-B-1 Variety of Assessment Methods: Uses a variety of informal and formal assessments methods, including common interim assessments, to measure students' learning, growth, and progress toward achieving state/local standards.</p>	<p>Purposeful Assessment: Uses a variety of formal and informal assessments for specific instructional purposes, including to:</p> <ul style="list-style-type: none"> • Understand each student's strengths and areas for growth. • Measure and monitor all students' understanding throughout instruction and their progress toward grade-level standards and/or individual learning goals. • Actively inform instructional decisions. <p>Accessible Assessment: Implements assessments that are accessible to all students by:</p> <ul style="list-style-type: none"> • Providing multiple ways and opportunities for students to demonstrate their learning. • Creating opportunities for students to be able to draw from their cultural and linguistic knowledge and personal experiences. • Ensuring that assessment tasks, methods and instruments maintain the rigor and high expectations outlined in the grade-level standards and do not perpetuate racial, cultural, or linguistic bias.
I-C Analysis	
<p>I-C-1 Analysis and Conclusions: Draws appropriate conclusions from a thorough analysis of a wide range of assessment data to inform instructional decisions and improve student learning.</p>	<p>Analysis and Conclusions: Analyzes disaggregated data from a wide range of assessments to:</p> <ul style="list-style-type: none"> • Gain information about students' progress towards grade-level standards and/or individual learning goals, including trends across students or student groups. • Reflect on instruction and identify actions to reduce disparate outcomes and improve learning for all students.
<p>I-B-2 Adjustments to Practice: Analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement differentiated interventions and enhancements for students.</p>	<p>Adjustments to Practice: Uses analysis and conclusions from a wide range of assessment data and feedback from colleagues, students, and families to adjust practice and implement differentiated and scaffolded supports for improved and more equitable student learning outcomes.</p>
<p>I-C-2 Sharing Conclusions with Colleagues: Regularly shares with appropriate colleagues (e.g., general education, special education, and English learner staff) conclusions about student progress and seeks feedback from them about instructional or assessment practices that will support improved student learning.</p>	<p>Sharing Progress with Colleagues: Collaborates with appropriate colleagues (e.g., special education teachers, English learner education teachers, paraeducators, general education teachers, and specialists) to:</p> <ul style="list-style-type: none"> • Share conclusions about student progress towards grade-level standards and/or individual learning goals to identify ways to build on students' strengths and support further growth. • Seek feedback about instructional or assessment practices that will support student learning.

I-C-3 Sharing Conclusions with Students: Based on assessment data, provides descriptive feedback to students, engages them in constructive conversation, and seeks feedback that focuses on how students can improve their performance.

Sharing Progress with Students and Families: Collaborates with students and their families, in an accessible format and language, to:

- Communicate specific, timely, and asset-based feedback on student progress towards grade-level or proficiency standards.
- Identify ways to build on students' strengths and support further growth.

Standard II: Teaching All Students

2018 Model Rubric	2024 Updated Model Rubric
II-A Instruction (now inclusive of <i>High Expectations</i> Indicator)	
<p>II-E-1 High Expectations: Clearly communicates high standards for student work, effort, and behavior, and consistently reinforces the expectation that all students can meet these standards through effective effort, rather than innate ability.</p>	<p>High Expectations and Support: Supports all students to meet or exceed high expectations for grade-appropriate, standards-aligned learning, produce high-quality work, and develop self-awareness and skills for independent learning by:</p> <ul style="list-style-type: none"> • Using evidence-based, culturally and linguistically sustaining instructional practices to provide equitable opportunities for grade-level learning. • Providing flexible and responsive supports, scaffolds, and tools to meet students’ needs. • Communicating clear criteria for success (e.g., models, rubrics, exemplars). • Reinforcing perseverance and effort with challenging content and tasks.
<p>II-E-2 Access to Knowledge: Consistently adapts instruction, materials, and assessments to make challenging material accessible to all students, including English learners and students with disabilities.</p>	<p>[Reflected in <i>Inclusive Instruction</i> and <i>High Expectations and Support</i>]</p>
<p>II-A-1 Quality of Effort and Work: Consistently defines high expectations for the quality of student work and the perseverance and effort required to produce it; often provides exemplars, rubrics, and guided practice.</p>	<p>[Reflected in <i>High Expectations and Support</i>]</p>
<p>II-A-2 Student Engagement: Consistently uses instructional practices that are likely to motivate and engage most students in the content of the lesson.</p>	<p>Engaging Instruction: Engages all students as active participants in learning experiences that are relevant, real-world, and interactive by:</p> <ul style="list-style-type: none"> • Providing opportunities for students to make choices, explore topics and apply learning in culturally and linguistically sustaining ways, and through real-world, interactive contexts. • Building on students’ strengths, interests, cultural and linguistic backgrounds, and prior knowledge to support and motivate learning. • Facilitating purposeful student-to-student academic discourse with equitable student participation in discussion. • Integrating digital tools and educational technology that enhance learning experiences and promote the development of digital literacy skills.

<p>II-A-3 Meeting Diverse Needs: Uses appropriate inclusive practices, such as tiered supports and scaffolded instruction, to accommodate differences in students’ learning needs, abilities, interests, and levels of readiness, including those of academically advanced students, students with disabilities, and English learners.</p>	<p>Inclusive Instruction: Accommodates and supports individual differences in all students’ learning needs, abilities, interests, and levels of readiness, including those of students with disabilities (in accordance with relevant IEPs or 504 plans), English learners and former English learners, academically advanced students, and students who have been historically marginalized, by:</p> <ul style="list-style-type: none"> • Using appropriate inclusive practices, such as tiered supports, educational and assistive technologies, scaffolded instruction, and leveraging of students’ native language and linguistic resources, to make grade-level content accessible and affirming for all students. • Providing students with multiple ways to learn content and demonstrate understanding, as appropriate.
<p>II-B Learning Environment</p>	
<p>[NEW]</p>	<p>Positive Relationships: Builds positive, caring relationships to help all students feel valued, respected, equitably supported, and a sense of belonging in the classroom community.</p>
<p>II-B-1 Safe Learning Environment: Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented.</p>	<p>Safe Learning Environment: Creates and maintains a safe, supportive and inclusive environment by:</p> <ul style="list-style-type: none"> • Establishing, with student input, classroom routines and systems to support student learning. • Modeling and reinforcing respect for and affirmation of differences related to background, identity, language, strengths, and challenges (self- and social awareness). • Supporting student accountability for the impact of their actions. • Enabling students to take academic risks and share ideas freely. • Seeking feedback from students on their experience of the classroom learning environment and making aligned adjustments to practice.
<p>II-B-2 Collaborative Learning Environment: Develops students’ relationship and communication skills by providing opportunities for students to learn in groups with diverse peers and facilitating meaningful academic discourse.</p>	<p>Collaborative Learning Environment: Develops students’ relationship and communication skills by:</p> <ul style="list-style-type: none"> • Providing students with frequent opportunities to interact with peers, make sense of complex ideas together, and develop language. • Supporting students to engage with differences and diverse perspectives, respectfully challenge each other’s thinking, and address interpersonal conflicts as they arise.

<p>II-B-3 Student Motivation: Regularly creates learning experiences that guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; take academic risks; and challenge themselves to learn.</p>	<p>Student Ownership of Learning: Guides students to self-assess, problem-solve, ask for support, access resources when needed, and demonstrate leadership and/or positively contribute to the classroom and school community.</p>
<p>[NEW]</p>	<p>Critical Thinking: Develops students' abilities to think critically, ask questions, and analyze sources, perspectives, and biases in order to deepen learning and make connections between the content and real-world problems and events (e.g., issues of identity, equity, power, and justice).</p>
<p>II-C Student Learning</p>	
<p>II-C Student Learning: Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement. For teachers who are responsible for direct instruction, these measures must include student progress on common assessments and, where available, statewide student growth measures.</p>	<p>Student Learning:</p> <ul style="list-style-type: none"> • Academic Student Outcomes: Demonstrates expected impact on academic student outcomes based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available. • Non-Academic Student Outcomes: Demonstrates expected impact on non-academic student outcomes, such as student engagement and sense of belonging, based on student feedback and local measures of engagement where available
<p>II-D-1 Cultural Proficiency: Establishes an environment in which students demonstrate respect for and affirm their own (self-awareness) and others' (social awareness) differences related to background, identity, language, strengths, and challenges, and responds appropriately if/when conflicts or misunderstandings arise related to such differences.</p>	<p>[Integrated throughout the rubric]</p>

Standard III: Family and Community Engagement

2018 Model Rubric	2024 Updated Model Rubric
III-A Communication	
<p>III-C-1 Culturally Proficient Communication: Regularly communicates with families about student learning and performance, and invites and responds promptly to communications from families while demonstrating understanding of and respect for different home languages, cultures, and values.</p>	<p>Communication With Families: Establishes regular, two-way communication with families that:</p> <ul style="list-style-type: none"> • Is culturally and linguistically sustaining and aligned with family preferences, in language(s) that families understand, and in approachable language and formats. • Shares timely information about student learning and performance.
III-B Engagement	
<p>III-A-1 Family Engagement: Uses a variety of culturally responsive practices and communication strategies to support every family to participate actively and appropriately in the classroom and/or school community.</p>	<p>Family Engagement: Engages with families in a way that is equitable and collaborative by:</p> <ul style="list-style-type: none"> • Building positive relationships with families characterized by mutual trust and respect. • Providing a variety of frequent, inclusive, and culturally and linguistically responsive opportunities for all families to engage as partners in the classroom community. • Clearly and accessibly communicating information about family engagement opportunities.
III-C Collaboration	
<p>III-B-1 Learning Expectations: Consistently provides families with clear, user-friendly expectations for student learning and behavior.</p>	<p>Collaboration on Student Learning and Well-Being: Partners with families to support students' learning and well-being by:</p> <ul style="list-style-type: none"> • Leveraging families' cultural and linguistic knowledge and expertise as assets • Engaging with families about what students are learning in the classroom and expectations for student success. • Collaboratively identifying, and seeking family input on, strategies and resources for supporting student learning and growth in and out of school.
<p>III-B-2 Curriculum Support: Regularly updates families on curriculum throughout the year and suggests strategies for supporting learning at school and home, including appropriate adaptation for students with disabilities or limited English proficiency.</p>	<p>[Reflected in <i>Sharing Progress with Students and Families</i> and <i>Collaboration on Student Learning and Well-Being</i>]</p>

Standard IV: Professional Culture

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IV-A Reflective Practice	
<p>IV-A-1 Reflective Practice: Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning.</p>	<p>Reflective Practice: Reflects on the effectiveness of instruction and how one’s identities, biases, and practices impact student learning and well-being; and works to improve practice and eliminate learning inequities across race, gender, ethnicity, language, disability and ability, and other aspects of student identities, such that all students can meet or exceed grade-level standards.</p>
<p>IV-A-2 Goal-Setting: Proposes and monitors challenging, measurable professional practice and student learning goals that are based on thorough self-assessment and analysis of student learning data.</p>	<p>Goal-Setting: Sets professional practice and student learning goals that:</p> <ul style="list-style-type: none"> • Are challenging, standards-aligned and measurable. • Are based on thorough self-assessment, analysis of student learning data, and feedback from students and families. • Promote more inclusive and equitable learning experiences and outcomes for all students.
<p>IV-B-1 Professional Learning and Growth: Consistently seeks out and applies, when appropriate, ideas for improving practice from supervisors, colleagues, professional development activities, and other resources to gain expertise and/or assume different instructional and leadership responsibilities.</p>	<p>Professional Learning and Growth: Seeks out and engages in ongoing cycles of professional learning to strengthen equitable practice and improve student learning, applies new knowledge and skills into practice, and monitors impact on student outcomes.</p>
IV-B Shared Responsibility, Collaboration, and Decision-Making	
<p>IV-E-1 Shared Responsibility: Within and beyond the classroom, consistently reinforces schoolwide behavior and learning expectations for all students, and contributes to their learning by sharing responsibility for meeting their needs.</p>	<p>Shared Responsibility: Shares responsibility for schoolwide culture and learning expectations that promote an equitable and culturally and linguistically sustaining school community.</p>
<p>IV-C-1 Professional Collaboration: Consistently and effectively collaborates with colleagues on a wide range of tasks such as implementing standards-based units and well-structured lessons, examining student work, analyzing student performance, and planning appropriate interventions.</p>	<p>Professional Collaboration: Collaborates and communicates with colleagues, including special education, paraeducators, English learner education, general education, specialists, and support staff, on tasks in support of shared goals for student learning such as adapting and implementing instructional materials, examining student work, analyzing student performance, and planning appropriate scaffolds, interventions, and supports.</p>
<p>IV-D-1 Decision-Making: Consistently contributes relevant ideas and expertise to planning and decision making at the school, department, and/or grade level.</p>	<p>Decision-Making: Contributes ideas and expertise to planning and decision making at the school, department, and/or grade level to advance effective, equitable, inclusive and digitally appropriate instruction for all students.</p>

IV-C Professional Responsibilities	
<p>IV-F-1 Judgment: Demonstrates sound, professional judgment, adheres to the school or district’s existing code of ethics, and protects student confidentiality appropriately.</p>	<p>Judgment: Adheres to the school or district’s existing code of ethics and protects student confidentiality appropriately, including student data privacy related to digital tools.</p>
<p>IV-F-2 Reliability and Responsibility: Consistently fulfills all professional responsibilities; is punctual and reliable; and adheres to district attendance policies.</p>	<p>Professional Responsibilities: Fulfills all routine professional responsibilities, including:</p> <ul style="list-style-type: none"> • Performing duties of the role in accordance with school and district guidelines. • Connecting students to needed academic and social-emotional supports as available. • Engaging with all colleagues with respect and civility. • Adhering to district attendance policies.