



TK-12 Rubric for Student Engagement 4Cs

CSTP 2: Creating and Maintaining Effective Environments for Student Learning

Criteria	Emerging	Applying	Integrating	LCAP Annual Outcomes Metrics/Indicators
<p>1. Learning is Actively Built/Constructed Teacher bases their lessons on student pre-existing knowledge, understanding and beliefs. (CTSP 2.1) (DOK Level 1-3)</p>	<ul style="list-style-type: none"> Teachers deliver lessons where students “receive” information from the textbook or teacher. Initial instruction does not elicit students’ prior knowledge. Literal answers are accepted as evidence of comprehension. 	<ul style="list-style-type: none"> Teachers incorporate opportunities for students to reflect upon their prior knowledge of subject and lesson. Students have some time within lessons to provide evidence of understanding of learning prior to engaging in discussions. 	<ul style="list-style-type: none"> Teachers design learning experiences where students discuss and examine what they already know, understand, and believe. Engagement is highly personal. Students are consistently asked to provide evidence to demonstrate comprehension. 	<p><u>Goal 1:</u> Decrease of Ds and Fs rate for all students <u>Goal 3:</u> Decrease suspension rate; Increase CHKS (school connectedness); increase student attendance; decrease drop-out rate <u>Goal 4:</u> increase parent connectiveness/partnership to school</p>
<p>2. Learning is Experiential: Teacher engages students in real-world, authentic experiences. (CTSP 2.1) (DOK Level 1-3)</p>	<ul style="list-style-type: none"> Teachers mainly use textbooks and worksheets during instruction. 	<ul style="list-style-type: none"> At times, teachers supplement textbooks and worksheets with hands-on experiences. The teacher may expose students to a real world context. Students may demonstrate their learning through visual, kinesthetic, dramatic, and other ways. 	<ul style="list-style-type: none"> Teachers consistently integrate time for students to engage in hands-on activities supplemented by primary sources. They facilitate students as they experience and learn through real world, authentic challenges. The classroom environment provides opportunities for students to demonstrate their learning through visual, kinesthetic, dramatic, and other ways. 	<p><u>Goal 2:</u> Increase A-G course completion for all students; Increase CTE participation; Increase Overall-Proficient in 21st Century/Technology Integration; <u>Goal 3:</u> Increase graduation rate; decrease suspension rate; increase CHKS (school connectedness); increase student attendance; decrease drop-out rate <u>Goal 4:</u> Increase parent connectiveness /partnership to school</p>



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<p>3. Learning is Reflective: Teacher provides students with opportunities to think about and make personal sense on new experiences and integrate them with past experiences. (CTSP 2.4) (DOK Level 3-4)</p>	<ul style="list-style-type: none"> Teachers do not allot time devoted to regular reflection. Teacher feedback happens only at the end of a unit. Instruction is not altered as a result of responses. Assessment is at the end of a unit through written tests and verbal responses to questions. 	<ul style="list-style-type: none"> Teachers provide opportunities for students to think about and orally reflect about what they have learned. Teacher occasionally provides feedback opportunities which may or may not alter instruction. Assessment occurs occasionally throughout the learning experience. 	<ul style="list-style-type: none"> Teachers design learning experiences in which students engage in regular oral and written reflections about what they learned and how they learned it, and what it means to them. Student reflection impacts and guides future instruction. Assessment is incorporated as part of the learning experience. Teachers monitor student learning for evidence of progress towards mastery. Teachers utilize assessment information to drive instruction and further student reflection. 	<p><u>Goal 1</u>: Decrease Ds and Fs rates for all students</p> <p><u>Goal 3</u>: Increase graduation rate; reduce suspension rate; increase CHKS (school connectedness); increase student attendance; decrease drop-out rate</p>
<p>4. Learning is Evolving: Teacher provides opportunities to revisit ideas, ponder them, try them out, play with them, and revise them. (CTSP 2.4) (DOK Level 3-4)</p>	<ul style="list-style-type: none"> Teachers “cover” information one time through. Teachers have students seek single right answers. Mistakes are considered errors. 	<ul style="list-style-type: none"> Teachers provide opportunities for students to revisit their ideas, but not necessarily to revise. Teachers begin to make students aware that mistakes are a natural part of the learning experience and may provide opportunities for them to adjust their thinking. 	<ul style="list-style-type: none"> Teachers design opportunities for learning which is marked by cycles. Teachers give students opportunities to return to ideas to expand/explore upon them. Students are encouraged to think with their own emerging theories about the world. Teachers encourage students to see mistakes as part of the learning process. 	<p><u>Goal 1</u>: Increase SBAC ELA/Math for all students; Increase RFEP rate and EL performance indicator; decrease Ds and Fs rate for all students</p> <p><u>Goal 2</u>: Increase A-g course completion for all students; increase GPA to 2.5 and above for all students</p> <p><u>Goal 3</u>: Increase graduation rate; reduce suspension rate</p>



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<p>5. Learning is Collaborative: Teacher provides opportunities for students to learn from their peers. (CTSP 2.1) (DOK Level 3-4)</p>	<ul style="list-style-type: none"> Lessons are designed where students are mostly engaged in individualized learning. Desks are organized in rows facing the teacher and not student to student. The classroom is often silent. Conversation is perceived as disruptive. Student responses are often limited to single student responses to the teacher. 	<ul style="list-style-type: none"> Teachers design learning opportunities where students have the opportunity to work in groups. Although the room may be organized in groups, collaboration strategies are not necessarily utilized consistently during learning experiences. Occasionally teachers may include opportunities for students to engage regularly in purposeful conversation. 	<ul style="list-style-type: none"> Teachers design learning opportunities where students work in fluid groupings. Strategically designed learning experiences allow students to depend on each other's thinking to enrich their own understanding and construct meaning. Students are constantly engaged in purposeful conversation throughout the instructional day. 	<p><u>Goal 2</u>: Increase 21st Century/Technology Integration Overall-Proficient rate;</p> <p><u>Goal 3</u>: Increase graduation rate; decrease suspension rate; increase CHKS (School connectedness); improve attendance; reduce drop-out rate</p>
<p>6. Learning is Problem-Solving: Teacher provides opportunities for students to ask questions, investigate, and use a variety of resources to find solutions. (CTSP 2.1) (DOK Level 3-4)</p>	<ul style="list-style-type: none"> Teacher's instruction focuses on skills rather than conceptual knowledge and understanding. Teachers provide the answers; students copy the teacher's solution. Rewards in the classroom are linked to single opportunities for completion. Atmosphere in the classroom is guided by fear of being wrong. Teacher is often physically separate from students. 	<ul style="list-style-type: none"> Occasionally teachers design opportunities for students to create their own solutions, make choices and evaluate their results. There is minimal evidence that teachers provide opportunity for multiple solutions. There is some, supportive encouragement and some free exploration is provided. At times, teacher's physical proximity to students and language demonstrates respect for some students. 	<ul style="list-style-type: none"> Teachers design opportunities for students to create their own solutions. Students make choices and evaluate the results. Problems offer multiple ways to reach a solution. Teachers support students so that students feel safe to freely explore. Students get regular, supportive encouragement. Teacher's physical proximity to students and language demonstrates respect for all students. 	<p><u>Goal 3</u>: Increase graduation rate; reduce suspension rate; increase CHKS (school connectedness); increase CHKS (feeling safe at school); increase attendance; reduce drop-out rate</p>



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