

**The Connecticut Common Core of Teaching (CCT)
Rubric for Effective Teaching 2014**

Evidence Guide
Illustrative Examples for ELA 9-12

Sample evidence of teacher practice developed by educators



CONNECTICUT STATE
DEPARTMENT OF EDUCATION

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DRAFT

DOMAIN 3: INSTRUCTION FOR ACTIVE LEARNING

Teachers implement instruction to **engage students in rigorous and relevant learning** and to **promote their curiosity about the world at large** by:

Indicator 3a: Implementing instructional content for learning

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Instructional purpose	Does not clearly communicate learning expectations to students.	Communicates learning expectations to students and sets a general purpose for instruction, which may require further clarification.	Clearly communicates learning expectation to student and sets a specific purpose or instruction and helps student to see how the learning is aligned with Common Core State Standards and/or other appropriate Connecticut content standards.	Students are encouraged to explain how the learning is situated within the broader learning context/curriculum.
SAMPLE EVIDENCE				
	Teacher begins lesson by saying, "Open up to 'Through the Tunnel' on page 65."	Teacher says, "Today we are going to read a short story, 'Through the Tunnel,' and by the end of the lesson, you will know what the parts of a story are."	Teacher says, "Yesterday we looked at how an author unfolds a series of events. Today we will be identifying parts of plot and examining how the author uses parts of plot to build tension and develop character traits."	Teacher says, "With a partner, I want you to look back at your notes and see how our examination of character development directly ties to the plot development of a short story." Students respond with a variety of answers, including, "Yesterday we learned about exposition, rising action, climax, and falling action. I've noticed that an author will almost always give us a physical description of the protagonist within the exposition," "The choices of characters build the tension of a novel during the rising action," etc. (Students use textual examples to demonstrate each response.)

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Indicator 3a: Implementing instructional content for learning

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Content accuracy	Makes multiple content errors	Makes minor content errors.	Makes no content errors.	Invites students to explain the content to their classmates.
	SAMPLE EVIDENCE			
	Teacher incorrectly defines theme, stating, "The theme and topic of a story are what the author wants us to think about."	Teacher defines theme: "The theme is an underlying meaning of a literary work that may be stated directly or indirectly." Teacher then gives an incorrect example, "The theme in Johnny Tremain is revolution."	Teacher says, "The author expresses a belief or message about human experience. Let's brainstorm topics from the novel and begin to discuss how we can develop the underlying message from this topic."	Teacher says, "Turn and talk to the person next to you and discuss what you think Esther Forbes believes about the concept of revolution. Identify the clues to help you determine the message in the novel regarding revolution and be ready to share out."
Literacy strategies	Presents instruction with few opportunities for students to develop literacy skills or academic vocabulary.	Presents instruction with some opportunities for students to develop literacy skills and/or academic vocabulary.	Presents instruction that consistently integrates multiple literacy strategies and explicit instruction in academic vocabulary.	Provides opportunities for students to independently select literacy strategies that support their learning.
	SAMPLE EVIDENCE			
	Teacher says, "Read the passage and highlight the irony. Then, in your assigned groups, identify what type of irony it is and explain why the author used it." Students read independently and six take out highlighters. Five raise their hands and seven talk quietly to each other. Teacher calls on student with raised hand and student asks, "What is irony?" Several students reiterate the question and teacher says, "Look it up in your literature book."	Teacher says, "Read the passage and highlight the irony. Before we begin, who can define irony?" Students do not respond. Teacher instructs students to open their literature books to page 410 and asks a student to read the page out loud. Teacher says, "Put a sticky note on that page for reference, and then identify what type of irony it is and explain why the author used it."	Teacher has the word "IRONY" written on the board when students enter. Teacher instructs the students to brainstorm what they think irony means. Teacher then plays a YouTube video on irony and asks students to get into groups to develop a list of examples of ironic situations. Students move into groups, discuss for ten minutes, and then report their examples. Teacher corrects misunderstandings. Teacher says, "Read the passage and highlight the irony. Then, in your groups, identify what type of irony it is and why the author might have used it."	Teacher writes the word "IRONY" on the board, and students write their definitions. After viewing the YouTube video, groups of students are given their choice of activity to complete: 1.) Write a Cinquain on irony (a five-line poem consisting of the following pattern: the first line is a noun or a subject of the poem (or the concept studied); the second line consists of two words that modify the first line; the third line contains three action words (verbs) that pertain to the subject; the fourth line of the conveys a feeling; and the final line, the fifth line contains a single word that refers back to the first line. 2.) From the RAFT handout – select a Role, an Audience, a Format, and write an explanation of the Topic – irony.

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DOMAIN 3: INSTRUCTION FOR ACTIVE LEARNING

Teachers implement instruction to **engage students in rigorous and relevant learning** and to promote their curiosity about the world at large by:

Indicator 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Strategies, tasks and questions	Includes tasks that do not lead students to construct new and meaningful learning and that focus primarily on low cognitive demand or recall of information.	Includes a combination of tasks and questions in an attempt to lead students to construct new learning, but are of low cognitive demand and/or recall of information with some opportunities for problem-solving, critical thinking and/or purposeful discourse or inquiry.	Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated recall, problem solving, critical and creative thinking, purposeful discourse and/or inquiry. At times, students take the lead and develop their own questions and problem solving strategies.	Includes opportunities for students to work collaboratively to generate their own questions and problem-solving strategies synthesize and communicate information.
SAMPLE EVIDENCE				
	<p>Teacher asks questions, most of which are similar to the following: Teacher says: "Name the main character in the novel" Student responds "Percy Jackson." Teacher asks, "What school does Percy attend?" Student responds, "Yancy Academy." Task is given where students are asked to fill in answers on a worksheet.</p> <p>Teacher states, "We are going to read a letter from Abigail Adams to John Adams together." After reading the letter, the teacher tells students exactly where Abigail Adams uses ethos, pathos and logos in her letter. The teacher then has the students copy the examples into their notebooks.</p>	<p>Teacher asks questions similar to the following: "What type of school is Yancy Academy, and why are students enrolled there?" Teacher gives a task in which students are asked to write a paragraph summarizing Percy Jackson's character, including reasons why he is enrolled at Yancy Academy.</p> <p>Teacher states, "We are going to read a letter from Abigail Adams to John Adams together. Teacher reads the letter aloud to students and then states, "Now, go back through and highlight examples of ethos, pathos, and logos that you noticed."</p>	<p>Teacher asks a variety of questions similar to the following: "After learning what an archetypical hero is, why would Percy Jackson be considered a hero?" "What does the author do to show that the character, Percy Jackson, is changing?" Teacher gives a task in which students are asked to analyze "The Hero's Journey" and find examples from <i>The Lightning Thief</i> that relate to this text.</p> <p>Teacher states, "For the past two weeks we have been discussing the impact of ethos, pathos, and logos on written argument. Yesterday we examined a letter from Abigail Adams to John Adams to understand how she utilized the three appeals. Today, we are going to take on the persona of John Adams and respond to Abigail, utilizing the three appeals."</p>	<p>In small groups, students read different myths which were referred to in <i>The Lightning Thief</i>. Following "The Hero's Journey" text, each group develops 5 questions that connect, compare and contrast their myths to <i>The Lightning Thief</i> and <i>The Hero's Journey</i>. Students exchange myths and their questions with another group.</p> <p>Teacher provides students with several different ways to demonstrate their understanding of ethos, pathos and logos, and the impact on written argument.</p> <ol style="list-style-type: none"> 1. Write an essay using specific examples from the text to show how Abigail used all three appeals 2. Use all three appeals to write an argument for one day without using electronic devices or social media.

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Teachers implement instruction to *engage students in rigorous and relevant learning* and to promote their curiosity about the world at large by:

Indicator 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Instructional resources and flexible groupings	Uses resources and/or groupings that do not cognitively engage students or support new learning.	Uses resources and/or groupings that minimally engage students cognitively and support new learning.	Uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways, including application of new learning to make interdisciplinary, real world, career or global connections.	Promotes student ownership, self-direction and choice of resources and/or flexible groupings to develop their learning.
	SAMPLE EVIDENCE			
	The teacher reads the short story “All Summer in a Day” by Bradbury and tells students to take notes about the short story on a graphic organizer as they listen to the story.	The teacher reads the short story “All Summer in a Day.” After the students work in pairs to complete a worksheet with questions about the story. They use their books to look for the answers to the questions.	In groups students take turns reading the short story “All Summer in a Day.” As students read, they are asked to pay close attention to the words and actions of the characters and make inferences about what motivates each of them. After reading students work in their groups to create a chart listing quotations from the story in one column and inferences about the character’s motivation in the other.	Students work in cooperative groups and read “All Summer in a Day.” Following their reading they collaborate to write a letter to the teacher from the perspective of one of the three characters — Margot, William or a student in the class. The letter will describe the events and why they took place, in the perspective of that character and include textual support to make inference about the character’s personality traits and motivation for behavior.

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	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Student responsibility and independence	Implements instruction that is primarily teacher-directed, providing little or no opportunities for students to develop independence as learners.	Implements instruction that is mostly teacher directed, but provides some opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements instruction that provides multiple opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements instruction that supports and challenges students to identify various ways to approach learning tasks that will be effective for them as individuals and will result in quality work.
	SAMPLE EVIDENCE			
	Teacher presents lesson to all students and tells them to find the topic sentence and supporting details. Teacher says, “I am passing back your writing assignment. Your topic sentences were not good. Now rewrite them.”	Teacher leads student through reading two articles, pointing out how two authors writing about the same topic can have different views or have taken a different stance. Then teacher assigns small groups, re-read the two articles and identify each author’s stance on the topic of Iditarod safety. Use ‘accountable talk’ in your group and make sure each member has a chance to participate.”	Teacher shows students a photo and asks them to discuss with their group what they think is happening. Teacher tells them come up with one sentence that describes what is happening. Groups share their “topic sentences” and discuss the differences in their points of view on the main topic. Next students are given two different articles on the same topic and asked to read them and discuss with their group how the authors have taken a different stance on the same topic. Teacher assigns students a topic for students to take a stance and write a short essay about.	In assigned groups, students create a thesis statement for their chosen topics (e.g., Are sled dogs safe while running the Iditarod?) Students determine which section of the project they will complete. They agree to create a group project with graphics, photos, etc. and share with the whole group.

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DOMAIN 3: INSTRUCTION FOR ACTIVE LEARNING

Teachers plan instruction to *engage students in rigorous and relevant learning* and to *promote their curiosity about the world at large* by: **Indicator 3c: Assessing student learning, providing feedback to students and adjusting instruction.**

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Criteria for student success	Does not communicate criteria for success and/or opportunities for students to self-assess are rare.	Communicates general criteria for success and provides limited opportunities for students to self-assess.	Communicates specific criteria for success and provides multiple opportunities for students to self-assess.	Integrates student input in generating specific criteria for assignments.
	SAMPLE EVIDENCE			
	<p>After studying persuasive writing (e.g., Henry’s “Speech before the Virginia Convention, Paine’s “The Crisis”), teacher assigns students to write a persuasive essay on a contemporary issue but does not give them any criteria for success.</p> <p>Teacher says “When you have finished your draft, turn it in.”</p>	<p>After studying persuasive writing (e.g., Henry’s “Speech before the Virginia Convention, Paine’s “The Crisis”), teacher assigns students to write a persuasive essay on a contemporary issue; teacher says, “Remember to include a clear point of view, elaboration, and evidence. Your essay should also follow MLA format.”</p> <p>Teacher says, “Before you turn in the draft, fill out the self-evaluation.” Self-evaluation is a 3-point rating scale for each criterion on the rubric. There is no room for comments.</p>	<p>After studying persuasive writing (e.g., Henry’s “Speech before the Virginia Convention, Paine’s “The Crisis”), teacher assigns students to write a persuasive essay on a contemporary issue; teacher states, “I will use the school-wide writing rubric to score your writing. The rubric measures the effectiveness of your point of view, your organization and development, and your use of language and grammar.”</p> <p>Teacher says, “Before you turn in your final draft, make sure you’ve attached your three prior drafts and your final reflection piece. The first draft should show your marks for a strong thesis, order of ideas, and clarity. The second draft should have your and your peer’s editing marks for GUMPS (grammar, usage, mechanics, punctuation, and spelling). The final draft should have no errors, a strong hook, and the reflection should explain your process.”</p>	<p>While reviewing the school-wide rubric that will be used to score their persuasive essays, a student says, “We’ve studied a lot of rhetorical devices, but the rubric doesn’t say anything about that. Let’s add something about appeals to reason, analogies, and allusions.”</p> <p>Prior to turning in the processed final draft, one student asks another student to read the introduction and evaluate their hook.</p>

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	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Ongoing assessment of student learning	Assesses student learning with focus limited to task completion and/or compliance rather than student achievement of lesson purpose/objective.	Assesses student learning with focus on whole-class progress toward achievement of the intended instructional outcomes.	Assesses student learning with focus on eliciting evidence of learning at critical points in the lesson in order to monitor individual and group progress toward achievement of the intended instructional outcomes.	Promotes students' independent monitoring and self-assess, helping themselves or their peers to improve their learning.
	SAMPLE EVIDENCE			
	Teacher says, "Put your rough draft on your desk; I'm going to come around and check that you completed it. We'll take notes today on writing styles and then tonight you'll write your second draft."	Teacher sits at desk and periodically gets up to walk around and listen to editing groups, but does not give any specific individual feedback. At the end of the editing session, the teacher asks, "Do you all feel confident in the feedback you received?" Students nod and say, "Yes." Teacher states, "Good. Your second draft is due tomorrow."	Teacher checks in with student editing groups and repeatedly draws student focus back to the rubric. Teacher asks each student in the room, "Can you explain to me at least one thing your partner gave you feedback on and how helpful the feedback was?"	Using a class-created rubric, students check each other's essays for structure and syntax. One student states, "Your topic sentence in paragraph four is confusing, and I'm not sure that it supports or refers back to your thesis statement." Partner replies, "I wanted to point out the counter-argument, but you're right, I could definitely reword it to be clearer and a bit more concise."

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	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Feedback to students	Provides no meaningful feedback or feedback lacks specificity and/or is inaccurate.	Provides feedback that partially guides students toward the intended instructional outcomes.	Provides individualized, descriptive feedback that is accurate, actionable and helps students advance their learning.	Encourages peer feedback that is specific and focuses on advancing student learning.
SAMPLE EVIDENCE				
	<p>Teacher says, “This is draft-quality writing. If you worked harder, you might get a better grade.”</p> <p>Student says, “I don’t understand this passage.”</p> <p>Teacher says, “Read it again.”</p>	<p>Teacher says, “Your essay doesn’t flow. If you added something about the First Amendment it would have been a better grade.”</p> <p>Student says, “I found words that could demonstrate the tone of the passage, and but I don’t know what to do next.”</p> <p>Teacher says, “Just keep reading.”</p>	<p>Teacher says, “In your persuasive essay, you presented three reasons why Adventures of Huckleberry Finn should not be banned in schools. You referred to the First Amendment, you considered the opinions of famous authors, and you discussed the novel’s literary merit. To strengthen your argument, especially regarding the First Amendment, make sure to quote expert sources. Use Google Scholar to find some legal decisions that involve the First Amendment and the right to read.”</p> <p>Student says, “I have identified three words that demonstrate the tone of a passage. I used evidence from the story to support why I determined that the author is frustrated with the main character.” Teacher asks, “Does that help you to understand why the character feels frustrated rather than angry?”</p>	<p>Teacher says, “As you move into your writing groups, remember to use our guiding questions. (Teacher points to poster on the wall.)</p> <ol style="list-style-type: none"> 1. How clear is the writer’s point of view? 2. What would you like to know more about? 3. How well has the writer convinced you? 4. What does the writer do to create flow? 5. If you lost interest, at what point and why? <p>Student says to another student, ‘You chose this series of words in this passage as ‘important’ to understand the tone of the passage. Can you explain why you decided that the tone reflects frustration as opposed to anger?’</p>

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ATTRIBUTES				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Instructional adjustments	Makes no attempts to adjust instruction.	Makes some attempts to adjust instruction that is primarily in response to whole-group performance.	Adjusts instruction as necessary in response to individual and group performance.	Students identify ways to adjust instruction that will be effective for them as individuals and results in quality work.
	SAMPLE EVIDENCE			
	A student says, "I don't get it." Teacher says, "Sorry, we need to move on" and continues the lesson.	Teacher says, "Yesterday we discussed symbolism, and it seems most of you understood it. Today you will read this passage and identify the symbolism." Teacher does not have data to show understanding of prior lesson.	Teacher says, "Yesterday we discussed symbolism. Today we will divide into groups to work more on it." Teacher divides groups based upon exit slips that identify individual student's understanding from prior lesson. One group reads independently and identifies symbolism within a passage. The teacher works with the other group to review the concept and ensure everyone understands before assigning the passage.	Teacher asks students to reflect on the symbolism lesson and identify on an exit slip what they understood, what went well, what could have gone better, what role they played in their learning, and how they would have rather participated in the lesson.

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