RUBRICS: IASD's 4 Rivers of Effective Instruction

1.   ALASKA STANDARDS-BASED PLANNING

Planning for Culturally-Infused Standards-Based Lessons/Units

Unsatisfactory	Basic	Satisfactory	Exemplary
Makes no attempt to plan rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.	Using established Alaska content standards, attempts to plan rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning. Or Using established Alaska content standards, plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.	Using established Alaska content standards, plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning *and* provides evidence of implementing culturally-infused lessons/units plans aligned to grade level Alaska standard(s) using learning targets embedded in a performance scale.	Helps others by sharing evidence of implementing culturally-infused lessons/units plans aligned to grade level Alaska standard(s) using learning targets embedded in a performance scale *and* the impacts on student learning.

Aligning Resources to Alaska State Standard/s

Unsatisfactory	Basic	Satisfactory	Exemplary
Teacher plan does not include traditional and/or digital resources for use in Alaska standards-based units and lessons.	Teacher plan includes traditional and/or digital resources for use in Alaska standards- based units and lessons that do not support the lesson. Or Teacher plan includes traditional and/or digital resources for use in Alaska standards-based units and lessons.	Teacher plan includes traditional and/or digital resources for use in standards-based units *and* lessons and provides evidence of implementing traditional and/or digital resources to support teaching Alaska standards-based units and lessons.	Helps others by sharing evidence of including and implementing traditional and/or digital resources to support teaching Alaska standards-based units and lessons.

Planning to Close the Achievement Gap Using Data

Unsatisfactory	Basic	Satisfactory	Exemplary
Makes no attempt to use data to identify and plan to meet the needs of each student in order to close the achievement gap.	Attempts to use data to identify and plan to meet the needs of each student in order to close the achievement gap. Or Uses data to identify and plan to meet the needs of each student in order to close the achievement gap.	Uses data to identify and plan to meet the needs of each student in order to close the achievement gap *and* provides evidence of data showing that each student (including English learners [EL], exceptional education students, gifted and talented, socio-economic status, ethnicity) makes progress towards closing the achievement gap.	Helps others by sharing evidence of using data showing that each student (including English learners [EL], exceptional education students, gifted and talented, socio-economic status, ethnicity) makes progress towards closing the achievement gap.

2.   ALASKA STANDARDS-BASED INSTRUCTION

Identifying Critical Content from the Alaska State Standards *(Required evidence in every lesson)*

Unsatisfactory	Basic	Satisfactory	Exemplary
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing. Or Uses the progression of Alaska standards-based learning targets embedded within a performance scale to identify accurate critical content during a lesson or part of a lesson, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Uses the progression of Alaska standards-based learning targets embedded within a performance scale to identify accurate critical content during a lesson or part of a lesson. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Previewing New Content

Unsatisfactory	Basic	Satisfactory	Exemplary
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing. Or Engages students in previewing activities that require students to access prior knowledge as it relates to the new content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Engages students in previewing activities that require students to access prior knowledge as it relates to the new content. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Helping Students Process New Content

Unsatisfactory	Basic	Satisfactory	Exemplary
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing. Or Systematically engages student groups in processing and generating conclusions about new content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Systematically engages student groups in processing and generating conclusions about new content. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Using Questions to Help Students Elaborate on Content

Unsatisfactory	Basic	Satisfactory	Exemplary
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing. Or Uses a linear sequence of increasingly complex questions that require students to critically think about the content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Engages students in a brief review of content that highlights the cumulative nature of the content. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Reviewing Content

Unsatisfactory	Basic	Satisfactory	Exemplary
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing. Or Engages students in a brief review of content that highlights the cumulative nature of the content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Uses a linear sequence of increasingly complex questions that require students to critically think about the content. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Helping Students Practice Skills, Strategies, and Processes

Unsatisfactory	Basic	Satisfactory	Exemplary
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing. Or When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Helping Students Examine Similarities and Differences

Unsatisfactory	Basic	Satisfactory	Exemplary
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing. Or When presenting content, the teacher helps students deepen their knowledge of critical content by examining similarities and differences, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	When presenting content, the teacher helps students deepen their knowledge of critical content by examining similarities and differences. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Helping Students Examine Their Reasoning

Unsatisfactory	Basic	Satisfactory	Exemplary
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing. Or Helps students produce and defend a claim (assertion of truth or factual statement) by examining their own reasoning or the logic of presented information, processes, and procedures, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Helps students produce and defend a claim (assertion of truth or factual statement) by examining their own reasoning or the logic of presented information, processes, and procedures. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Helping Students Revise Knowledge

Unsatisfactory	Basic	Satisfactory	Exemplary
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing. Or Engages students in revision of previous knowledge by correcting errors and misconceptions as well as adding new information, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Engages students in revision of previous knowledge by correcting errors and misconceptions as well as adding new Information. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Helping Students Engage in Cognitively Complex Tasks

Unsatisfactory	Basic	Satisfactory	Exemplary
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing. Or Coaches and supports students in complex tasks that require experimenting with the use of their knowledge by generating and testing a proposition, a theory and/or a hypothesis, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Coaches and supports students in complex tasks that require experimenting with the use of their knowledge by generating and testing a proposition, a theory, and/or a hypothesis. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

3.   CONDITIONS FOR LEARNING

Using Formative and Summative Assessments to Track Progress

Unsatisfactory	Basic	Satisfactory	Exemplary
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing. Or Uses formative assessment to facilitate tracking of student progress on one or more learning targets, but less than the majority of students are displaying the desired effect.	Uses formative assessment to facilitate tracking of student progress on one or more learning targets. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Providing Feedback and Celebrating Success

Unsatisfactory	Basic	Satisfactory	Exemplary
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing. Or Provides feedback to students regarding their formative and summative progress as it relates to learning targets and/or unit goals, but less than the majority of students are displaying the desired effect.	Provides feedback to students regarding their formative and summative progress as it relates to learning targets and/or unit goals. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Organizing Students to Interact with Content

Unsatisfactory	Basic	Satisfactory	Exemplary
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing. Or Organizes students into appropriate groups to facilitate the processing of content, but less than the majority of students are displaying the desired effect.	Organizes students into appropriate groups to facilitate the processing of content. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Establishing and Acknowledging Adherence to Rules and Procedures

Unsatisfactory	Basic	Satisfactory	Exemplary
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing. Or Establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures, but less than the majority of students are displaying the desired effect.	Establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Using Engagement Strategies

Unsatisfactory	Basic	Satisfactory	Exemplary
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing. Or Uses engagement strategies to cognitively engage or re-engage students with the content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Uses engagement strategies to cognitively engage or re-engage students with the content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Establishing and Maintaining Effective Relationships in a Student-Centered, Culturally Inclusive Classroom

Unsatisfactory	Basic	Satisfactory	Exemplary
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing. Or Teacher behaviors foster a sense of classroom community by acknowledgement and respect for the diversity of each student, but less than the majority of students are displaying the desired effect.	Teacher behaviors foster a sense of classroom community by acknowledgement and respect for the diversity of each student. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Communicating High Expectations for Each Student to Close the Achievement Gap

Unsatisfactory	Basic	Satisfactory	Exemplary
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing. Or Exhibits behaviors that demonstrate high expectations for each student to achieve academic success, but less than the majority of students are displaying the desired effect.	Exhibits behaviors that demonstrate high expectations for each student to achieve academic success. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

4.   PROFESSIONALISM OF AN IDITAROD EDUCATOR

Adhering to School and District Policies and Procedures

Unsatisfactory	Basic	Satisfactory	Exemplary
Makes no attempt to adhere to school and district policies and procedures.	Inconsistently adheres to school and district policies and procedures	Adheres to school and district policies and procedures	Helps others by sharing evidence of how to support school and district policies and procedures.

Maintaining Expertise in Content and Pedagogy

Unsatisfactory	Basic	Satisfactory	Exemplary
Makes no attempt to deepen knowledge in content area and classroom instructional strategies.	Attempts to deepen knowledge in content area and classroom instructional strategies.	Continually deepens knowledge in content and classroom instructional strategies and provides evidence of developing expertise in content area and classroom instructional strategies.	Helps others by sharing evidence of how to develop expertise in content area and classroom instructional strategies.

Promoting Teacher Leadership and Collaboration in Iditarod

Unsatisfactory	Basic	Satisfactory	Exemplary
Makes no attempt to promote teacher leadership and a culture of collaboration.	Attempts to promote teacher leadership and a culture of collaboration in Iditarod.	Promotes teacher leadership and a culture of collaboration in Iditarod and provides evidence of promoting leadership as a teacher and promoting a school-wide culture of professional learning.	Helps others by sharing evidence of how to promote teacher leadership and a culture of collaboration in Iditarod.

Understanding Key Terms of the 4 Rivers Rubric:

1. **Alaska standard(s)**: the Alaska state standards identified by the Department of Education and Early Development found digitally: https://education.alaska.gov/standards

2. **Learning targets embedded in a performance scale**: The learning targets identified by grade level in the Alaska State Standards: https://education.alaska.gov/standards

3. **Taxonomy level**: from Marzano's Taxonomy – Thinking Processes with Design Verbs: https://www.cgcsd.org/site/handlers/filedownload.ashx?moduleinstanceid=2605&dataid=4203&FileName= Marzano_Taxonomy_with_Verbs.pdf

4. **Critical content**: critical content identified by the Alaska State Standards: https://education.alaska.gov/standards