

# Complex Instruction Project Rubric

| <i>Levels:</i>       | <b>beginning</b>  | <b>progressing</b>  | <b>proficient</b>  | <b>exceptional</b>  | <b>Score</b> |
|----------------------|---|---|--|---|--------------|
| <i>Criteria:</i>     |   |   |  |   |              |
| <b>Norms</b>         | 1. norms concerning social behaviors are in use in the classroom. | 1. norms concerning social behaviors are in use in the classroom.<br><br>2. ci norms publically displayed in classroom.   | 1. norms concerning social behaviors are in use in the classroom.<br><br>2. ci norms publically displayed in classroom.<br><br>3. norms introduced within one week of rotation<br><br>4. norms introduced through use of skillbuilders<br><br>5. norms referred to during rotation | 1. norms concerning social behaviors are in use in the classroom.<br><br>2. ci norms publically displayed in classroom.<br><br>3. norms introduced at least three weeks before rotation.<br><br>4. norms introduced through use of skillbuilders<br><br>5. norms referred to during rotation<br><br>6. norms used continuously in classroom |              |
| <b>Roles</b>         | 1. roles are talked about in a general sense in the classroom.    | 1. roles are taught or modeled in some way for the children.<br><br>2. roles are used during the rotation.  | 1. roles are taught or modeled in some way for the children.<br><br>2. roles are used during the rotation.<br><br>3. role descriptions are used during rotation.<br><br>4. role badges in use during rotation.   | 1. roles are taught or modeled in some way for the children.<br><br>2. roles are used during the rotation.<br><br>3. role descriptions are used during rotation.<br><br>4. role badges in use during rotation.<br><br>5. children show familiarity with roles.  |              |
| <b>Big Idea (BI)</b> | 1. BI not stated or stated as a "topic."                          | 1. BI stated but not written on activity cards.<br><br>2. BI addressed by some of the activities.<br><br>3. BI states a concept or a relationship or asks an "essential question" | 1. BI stated and written on activity cards.<br><br>2. BI addressed by some of the activities.<br><br>3. BI states a concept or a relationship or asks an "essential question"<br><br>4. BI is referred to either during orientation or wrap-up for each phase of the rotation.     | 1. BI stated and written on activity cards.<br><br>2. BI addressed by all activities.<br><br>3. BI states a concept or a relationship or asks an "essential question"<br><br>4. BI is referred to either during orientation or wrap-up for each phase of the rotation.<br><br>5. facilitators are   |              |

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|   |  |  |  | reminded of BI during "huddles."   |  |
| <b>Rich, Multiple Ability tasks</b>   | <p>1. tasks are concrete with low cognitive level (Bloom) thought</p> <p>2. tasks have single right answers</p> <p>3. tasks could be done by a single individual (not a group task)</p>          | <p>1. tasks are conceptually oriented.</p> <p>2. tasks have more than one answer.</p> <p>3. tasks done better by a group - genuine group task.</p> <p>4. tasks included in report.</p> | <p>1. tasks are conceptually oriented.</p> <p>2. tasks have more than one answer.</p> <p>3. tasks done better by a group - genuine group task.</p> <p>4. tasks included in report.</p> <p>5. tasks use multiple abilities</p> <p>6. tasks are uncertain</p> <p>7. tasks are performance based</p> <p>8. tasks have more than one way to solve the problem.</p> | <p>1. tasks are conceptually oriented.</p> <p>2. tasks have more than one answer.</p> <p>3. tasks done better by a group - genuine group task.</p> <p>4. tasks included in report.</p> <p>5. tasks use multiple abilities</p> <p>6. tasks are uncertain</p> <p>7. tasks are performance based</p> <p>8. tasks have more than one way to solve the problem.</p> |  |
| <b>Status Treatment #1. Multiple Ability Treatment (Establish mixed expectations for competence.)</b> | <p>1. MABs talked through by teacher.</p> <p>2. MABs confused with multiple intelligences.</p> <p>3. academic and social abilities stated together.</p> <p>4. may not be included in report.</p> | <p>1. MABs posted in class.</p> <p>2. MABs have academic orientation.</p> <p>3. MABs are specific behaviors, not generalized intelligences.</p> <p>4. MABS are included in report.</p> | <p>1. MABs posted in class.</p> <p>2. MABs have academic orientation.</p> <p>3. MABs are specific behaviors, not generalized intelligences.</p> <p>4. MABS are included in report for each activity.</p> <p>5. MABs reviewed at least during orientation or wrapup.</p>  | <p>1. MABs posted and prominent in class.</p> <p>2. MABs have academic orientation.</p> <p>3. MABs are specific behaviors, not generalized intelligences.</p> <p>4. MABS are included in report for each activity.</p> <p>5. MABs reviewed at least during orientation or wrapup.</p> <p>6. MABs are used in assignment of competence.</p>                     |  |
| <b>Rotation</b>   | <p>1. includes at least three activities.</p> <p>2. included as part of a unit after a unit has begun.</p>   | <p>1. at least three rich activities taught simultaneously.</p> <p>2. included as part of a unit after a unit has begun.</p>   | <p>1. at least three rich activities taught simultaneously.</p> <p>2. included as part of a unit after a unit has begun.</p> <p>3. proper use of orientation and wrap-up.</p> <p>4. children get to do all activities.</p>   | <p>1. at least three rich activities taught simultaneously.</p> <p>2. included as part of a unit after a unit has begun.</p> <p>3. proper use of orientation and wrap-up.</p> <p>4. children get to do all activities.</p> <p>5. daily summaries included in final</p>   |  |

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|---|--|---|--|---|--|
|   |  |   |  | report.   |  |
| <b>Status Treatment #2. Assigning Competence (AC)</b> | <p>1. AC not reported or reported only as done.</p> <p>2. Non-specific feedback used as example of AC.</p> | <p>1. student named.</p> <p>2. MAB identified, includes academic and social abilities.</p> <p>3. wording generalized in final report.</p> | <p>1. student named.</p> <p>2. MAB identified, focuses on academic ability</p> <p>3. actual wording included in final report.</p> <p>4. ability tied to group's goal.</p>                  | <p>1. student named.</p> <p>2. MAB identified, includes academic ability</p> <p>3. actual wording included in final report.</p> <p>4. ability tied to group's goal.</p> <p>5. competence linked to real world job.</p>  |  |
| <b>Student Vignettes</b>                              | 1. vignettes omitted.  | <p>1. vignettes included.</p> <p>2. connections between social and academic behaviors unclear.</p>  | <p>1. vignettes included.</p> <p>2. connections between social and academic behaviors clear.</p> <p>3. change across rotations noted.</p>  | <p>1. vignettes included.</p> <p>2. connections between social and academic behaviors clear.</p> <p>3. change across rotations noted.</p> <p>4. content acquisition comparisons noted.</p>  |  |
| <b>Pre/Post Content Acquisition Data</b>              | 1. no pre/post data.   | <p>1. pre/post data analysis attempted.</p> <p>2. test included.</p>  | <p>1. pre/post data analysis correctly carried out.</p> <p>2. test included.</p> <p>3. average gain score (AGS) calculated.</p> <p>4. AGS applied to write-ups of individual students.</p> | <p>1. pre/post data analysis correctly carried out.</p> <p>2. test included.</p> <p>3. average gain score (AGS) calculated.</p> <p>4. AGS applied to write-ups of individual students.</p> <p>5. AGS computed and compared for top and bottom status order quartiles.</p> |  |