

Complex Instruction Project Rubric

created with
TaskStream
Tools of Engagement

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

				reminded of BI during "huddles."	
Rich, Multiple Ability tasks	<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>	
Status Treatment #1. Multiple Ability Treatment (Establish mixed expectations for competence.)	<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>	
Rotation	<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>	

				report.	
Status Treatment #2. Assigning Competence (AC)	<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>	
Student Vignettes	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>	
Pre/Post Content Acquisition Data	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>	