

RESET Explicit Instruction Rubric - 2017-18

Rater # _____

Video Code _____

Scoring:

3 - Implemented
 2 - Partially Implemented
 1 - Not Implemented
 NA - Not Applicable

Components	Item	3 - Implemented	2 - Partially Implemented	1 - Not Implemented	Score	Explanation
Identifying and Communicating Goals	1	The goals of the lesson are clearly communicated to the students.	The goals of the lesson are not clearly communicated to the students.	The goals of the lesson are not communicated to the students.		
	2	The stated goal(s) is/are specific .	The stated goal(s) is/are broad or vague .	There is no stated goal .		
	3	The teacher clearly explains the relevance of the stated goal to the students.	The teacher tries to explain the relevance of the stated goal to the students, but the explanation is unclear or lacks detail .	The teacher does not explain the relevance of the stated goal to the students.		
Alignment	4	Instruction is completely aligned to the stated or implied goal.	Instruction is partially or loosely aligned to the stated or implied goal.	Instruction is not aligned to the stated or implied goal.		
	5	All of the examples or materials selected are aligned to the stated or implied goal.	Some of the examples or materials are aligned to the stated or implied goal; OR examples and materials are somewhat aligned to the stated or implied goal.	Examples or materials selected are not aligned to the stated or implied goal.		
	6	Examples or materials selected are aligned to the instructional level of most or all of the students.	Examples or materials selected are aligned to the instructional level of some of the students .	Examples or materials selected are not aligned to the instructional level of most students .		

Teaching Procedures	7	The teacher effectively reviews prior skills and/or engages background knowledge before beginning instruction.	The teacher reviews prior skills and/or engages background knowledge before beginning instruction, but not effectively .	The teacher does not review prior skills and/or engage background knowledge before beginning instruction.		
	8	The teacher provides clear demonstrations of proficient performance.	The teacher does not provide clear demonstrations of proficient performance.	The teacher does not provide any demonstrations of proficient performance.		
	9	The teacher provides an adequate number of demonstrations given the nature and complexity of the skill or task.	The teacher does not provide an adequate number of demonstrations given the nature and complexity of the skill or task.	The teacher does not provide demonstrations.		
	10	The teacher uses language that is clear, precise, and accurate throughout the lesson.	The teacher uses language that is not always clear, precise, and accurate .	The teacher uses language that is confusing, unclear, imprecise, or inaccurate throughout the lesson.		
	11	Scaffolding is provided when it is needed to facilitate learning.	Some scaffolding is provided, but more is needed to facilitate learning.	Scaffolding is needed, but minimal or no scaffolding is provided to facilitate learning.		
	12	Complex skills or strategies are broken down into logical instructional units to address cognitive overload, processing demands, or working memory.	Complex skills or strategies are not effectively broken down to address cognitive overload, processing demands, or working memory.	Complex skills and strategies are not broken down as needed into logical instructional units to address cognitive overload, processing demands, or working memory.		
	13	The teacher systematically withdraws support as the students move toward independent use of the skills.	The teacher withdraws support, but it is not withdrawn systematically .	The teacher does not withdraw support; OR the teacher provides very limited support and then abruptly withdraws it.		

Guided Practice	14	Guided practice is focused on the application of skills or strategies related to the stated or implied goal.	Guided practice is somewhat focused on the application of skills or strategies related to the stated or implied goal.	Guided practice is not focused on the application of skills or strategies related to the stated or implied goal.		
	15	The teacher consistently prompts students to apply skills or strategies throughout guided practice.	The teacher prompts students to apply skills or strategies, but not consistently OR not effectively throughout guided practice.	The teacher does not prompt students to apply skills or strategies throughout guided practice.		
Pacing	16	The teacher maintains an appropriate pace throughout the lesson .	The teacher maintains an appropriate pace during some of the lesson .	The teacher maintains an inappropriate pace throughout the lesson .		
	17	The teacher allows adequate time for students to think or respond throughout the lesson.	The teacher sometimes allows adequate time for students to think or respond but inconsistently throughout the lesson.	The teacher never allows adequate time to students to think or respond.		
	18	The teacher maintains focus on the stated or implied goal throughout the lesson.	The teacher inconsistently focuses on the stated or implied goal.	The teacher does not focus on the stated or implied goal.		
Engagement	19	The teacher provides frequent opportunities for students to engage or respond during the lesson.	The teacher provides limited opportunities for students to engage or respond during the lesson.	The teacher does not provide opportunities for students to engage or respond during the lesson.		
	20	There are structured and predictable instructional routines throughout the lesson.	Instructional routines are not consistently applied throughout the lesson.	There is no instructional routine.		

	21	The teacher monitors students to ensure they remain engaged.	The teacher monitors inconsistently throughout the lesson; OR the teacher does not consistently monitor all students to ensure they remain engaged.	The teacher does not monitor students to ensure they remain engaged.		
Monitoring and Feedback	22	The teacher consistently checks for understanding throughout the lesson .	The teacher only checks some students for understanding; OR the teacher does not consistently check for understanding throughout the lesson.	The teacher does no or very minimal checking for understanding.		
	23	The teacher provides timely feedback throughout the lesson .	The teacher occasionally provides timely feedback.	The teacher does not provide feedback; OR it is not timely .		
	24	Feedback is specific and informative throughout the lesson.	Feedback is not consistently specific and informative throughout the lesson.	There is no feedback; OR it is not at all specific and informative.		
	25	The teacher makes adjustments to instruction as needed based on the student responses.	The teacher makes some adjustments to instruction as needed based on the student responses, but more adjustments are needed .	The teacher does not make adjustments to instruction as needed based on the student responses.		