

## FIVE – Utilization of Rubrics and Exemplars

Excellent Learning Environment
← Proficient
Developing
→ Limited Learning Environment

### TEACHER

<b>Use of Rubrics and Exemplars</b>	<ul style="list-style-type: none"> <li>I regularly and purposefully share and discuss rubrics and exemplars with students and/or parents.</li> </ul>	<ul style="list-style-type: none"> <li>I share and discuss rubrics and exemplars with students and/or parents.</li> </ul>	<ul style="list-style-type: none"> <li>I sometimes share and discuss rubrics and exemplars with students and/or parents.</li> </ul>	<ul style="list-style-type: none"> <li>I rarely share and discuss rubrics and exemplars with students and/or parents.</li> </ul>
<b>Rubric Design</b>	<ul style="list-style-type: none"> <li>I regularly and purposefully consider all learning needs in the design and purpose of the rubrics I create.</li> </ul>	<ul style="list-style-type: none"> <li>I consider all learning needs in the design and purpose of the rubrics I create.</li> </ul>	<ul style="list-style-type: none"> <li>I sometimes consider all learning needs in the design and purpose of the rubrics I create.</li> </ul>	<ul style="list-style-type: none"> <li>I rarely consider learning needs nor design or purpose in the rubrics I create.</li> </ul>
	<ul style="list-style-type: none"> <li>I regularly and purposefully differentiate effort and achievement indicators in rubrics.</li> </ul>	<ul style="list-style-type: none"> <li>I differentiate effort and achievement indicators in rubrics.</li> </ul>	<ul style="list-style-type: none"> <li>I sometimes differentiate effort and achievement indicators in rubrics.</li> </ul>	<ul style="list-style-type: none"> <li>I rarely consider effort and achievement indicators in rubrics.</li> </ul>
	<ul style="list-style-type: none"> <li>I regularly and purposefully collaborate with students when designing rubrics.</li> </ul>	<ul style="list-style-type: none"> <li>I collaborate with students when designing rubrics.</li> </ul>	<ul style="list-style-type: none"> <li>I sometimes collaborate with students when designing rubrics.</li> </ul>	<ul style="list-style-type: none"> <li>I rarely collaborate with students when designing rubrics.</li> </ul>

### STUDENT

<b>Use of Rubrics and Exemplars</b>	<ul style="list-style-type: none"> <li>Students regularly and purposefully refer to exemplars to develop an understanding of what constitutes quality.</li> </ul>	<ul style="list-style-type: none"> <li>Students refer to exemplars to develop an understanding of what constitutes quality.</li> </ul>	<ul style="list-style-type: none"> <li>Students sometimes refer to exemplars to develop an understanding of what constitutes quality.</li> </ul>	<ul style="list-style-type: none"> <li>Students rarely refer to exemplars to develop an understanding of what constitutes quality.</li> </ul>
	<ul style="list-style-type: none"> <li>Students regularly and purposefully refer to rubrics as a guide to represent their learning.</li> </ul>	<ul style="list-style-type: none"> <li>Students refer to rubrics as a guide to represent their learning.</li> </ul>	<ul style="list-style-type: none"> <li>Students sometimes refer to rubrics as a guide to represent their learning.</li> </ul>	<ul style="list-style-type: none"> <li>Students rarely refer to rubrics as a guide to represent their learning.</li> </ul>
	<ul style="list-style-type: none"> <li>Students regularly and purposefully refer to exemplars/rubrics to determine the strengths and areas for improvement in their work.</li> </ul>	<ul style="list-style-type: none"> <li>Students refer to exemplars/rubrics to determine the strengths and areas for improvement in their work.</li> </ul>	<ul style="list-style-type: none"> <li>Students sometimes refer to exemplars/rubrics to determine the strengths and areas for improvement in their work.</li> </ul>	<ul style="list-style-type: none"> <li>Students rarely refer to exemplars/rubrics to determine the strengths and areas for improvement in their work.</li> </ul>