

An On-Site School Review Rubric Sample
Effectiveness Indicator #3 – Instructional Program
(5 of the 10 Characteristics of this Effectiveness Indicator are shown below)

Characteristic	Trait	Low Performing	Effective	High Performing
2A. Teachers integrate content standards into classroom instruction.	2A1. Integration of standards	Instruction in those subjects for which state content standards exist does not reflect, or is only loosely coupled with, the content standards.	State content standards are explicitly integrated into instruction in those subjects for which state content standards exist.	State content standards or those of national disciplinary organizations are explicitly integrated into instruction in all classes.
2B. The instructional program is rigorous and provides access, challenge, and support for all students.	2B1. Access to rigorous program	Students do not have access to an instructional program that is rigorous and provides challenging opportunities to extend their learning.	Students have access to an instructional program that is rigorous and provides challenging opportunities to extend their learning.	Students have access to an instructional program that is rigorous and provides challenging opportunities to extend their learning. Enrollment patterns in advanced and honors classes reflect the demographics of the student population.
	2B2. Availability of intervention, support, and enrichment programs	Students are not systematically matched with intervention, support, and enrichment programs based on individual student needs.	Teachers have access to a variety of intervention, support, and enrichment programs to address individual student needs.	Teachers have access to a variety of research-based intervention, support, and enrichment programs to address individual student needs.

2C. Teachers expect all students to make substantial learning gains each year, and students have high expectations of themselves.	2C1. Teacher expectations	Some teachers convey low or modest academic expectations of students or high expectations of some, but not all, students.	Teachers express confidence in the ability of their students to make substantial learning gains.	Instructional goals and activities, teacher talk, and the class- room environment all convey high expectations of all students.
	2C2. Student expectations	Some students express low or modest academic expectations of themselves.	Students express confidence in their ability to make substantial learning gains.	Students express confidence in their ability to make substantial learning gains, and student academic achievement supports that confidence.
2D. Teachers have organized instruction to support clearly articulated and communicated learning targets.	2D1. Student understanding of importance of content	Some students cannot explain why what they are learning is important.	Students know why what they are learning is important.	Students know why what they are learning is important and can explain how it might be used outside of school.
	2D2. Student awareness of progress	Some students do not know where they are in the progression of steps to meet their learning targets.	Students know where they are in the progression of steps to meet their learning targets.	All students know where they are in the progression of steps to meet their learning targets and what evidence will be required to demonstrate mastery of the next step.
	2D3. Student access to additional help	Some students do not know where to access additional help when they need it.	Students know how and where to access additional help when they need it.	Procedures are in place to ensure that all students who need extra help have access to and are using that assistance.

2E. Teachers provide students with activities and assignments that are rigorous and engaging and that extend their learning.	2E1. Student engagement	Some students are not attentive during instruction, not on task, or not engaged in classroom activities.	Students are actively engaged in classroom activities.	Students are attentive during instruction and engaged in classroom activities. Activities are varied for the range of student skill levels, and enrichment activities are readily available.
	2E2. Rigor of activities and assignments	Activities and assignments lack rigor or do not extend student learning.	Activities and assignments are rigorous and contribute to student understanding or extend concepts addressed in the lesson.	Activities and assignments are rigorous and extend concepts addressed in the lesson. Assistance and supports are readily available to enable all students to complete assignments.