

# RESET Explicit Instruction Rubric 2017-18

Video Code: \_\_\_\_\_

**SCORING**  
**3 Implemented**  
**2+ Partially Implemented**  
**2- Not Implemented**  
**1 Not Implemented**  
**NA Not Applicable**

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

Components	Item	3 Implemented	2 +	2 Partially Implemented	2 -	1 Not Implemented	Score	Explanation
	6	Examples or materials selected <b>are aligned</b> to the instructional level of <b>most or all</b> of the students.		Examples or materials selected <b>are aligned</b> to the instructional level of <b>some</b> of the students.		Examples or materials selected <b>are not aligned</b> to the instructional level of <b>most students</b> .		
Teaching Procedures	7	The teacher <b>effectively</b> reviews prior skills and/or engages background knowledge <b>before beginning</b> instruction.		The teacher reviews prior skills and/or engages background knowledge <b>before beginning</b> instruction, <b>but not effectively</b> .		The teacher <b>does not</b> review prior skills and/or engage background knowledge <b>before beginning</b> instruction.		
	8	The teacher <b>provides clear</b> demonstrations of proficient performance.		The teacher <b>does not provide clear</b> demonstrations of proficient performance.		The teacher <b>does not provide any</b> demonstrations of proficient performance.		
	9	The teacher <b>provides an adequate number</b> of demonstrations given the nature and complexity of the skill or task.		The teacher <b>does not provide an adequate number</b> of demonstrations given the nature and complexity of the skill or task.		The teacher <b>does not provide</b> demonstrations.		
	10	The teacher uses language that is <b>clear, precise, and accurate</b> throughout the lesson.		The teacher uses language that is <b>not always clear, precise, and accurate</b> .		The teacher uses language that is <b>confusing, unclear, imprecise, or inaccurate</b> throughout the lesson.		

Components	Item	3 Implemented	2 +	2 Partially Implemented	2 -	1 Not Implemented	Score	Explanation
	11	Scaffolding is provided <b>when it is needed</b> to facilitate learning.		<b>Some</b> scaffolding is provided, but <b>more is needed</b> to facilitate learning.		Scaffolding is <b>needed</b> , but <b>no</b> scaffolding is provided <b>to facilitate learning</b> .		
	12	Complex skills or strategies <b>are broken down</b> into logical instructional units to address cognitive overload, processing demands, or working memory.		Complex skills or strategies <b>are not effectively broken down</b> to address cognitive overload, processing demands, or working memory.		Complex skills and strategies <b>are not broken down as needed</b> into logical instructional units to address cognitive overload, processing demands, or working memory.		
	13	The teacher <b>systematically withdraws</b> support as the students move toward independent use of the skills.		The teacher withdraws support, but <b>it is not withdrawn systematically</b> .		The teacher <b>does not withdraw</b> support; <b>OR</b> the teacher provides very limited support and then <b>abruptly withdraws</b> it.		
Guided Practice	14	Guided practice is <b>focused</b> on the application of skills or strategies related to the stated or implied goal.		Guided practice is <b>somewhat focused</b> on the application of skills or strategies related to the stated or implied goal.		Guided practice is <b>not focused</b> on the application of skills or strategies related to the stated or implied goal.		
	15	The teacher <b>consistently prompts</b> students to apply skills or strategies throughout guided practice.		The teacher prompts students to apply skills or strategies, but <b>not consistently OR not effectively</b> throughout guided practice.		The teacher <b>does not prompt</b> students to apply skills or strategies throughout guided practice.		

Components	Item	3 Implemented	2 +	2 Partially Implemented	2 -	1 Not Implemented	Score	Explanation
Pacing	16	The teacher maintains an <b>appropriate</b> pace <b>throughout the lesson</b> .		The teacher maintains an <b>appropriate</b> pace during <b>some of the lesson</b> .		The teacher maintains an <b>inappropriate</b> pace <b>throughout the lesson</b> .		
	17	The teacher <b>allows adequate</b> time for students to think or respond <b>throughout</b> the lesson.		The teacher <b>sometimes allows adequate</b> time for students to think or respond but <b>inconsistently throughout</b> the lesson.		The teacher <b>never allows</b> adequate time to students to think or respond.		
	18	The teacher <b>maintains focus</b> on the stated or implied goal <b>throughout</b> the lesson.		The teacher <b>inconsistently focuses</b> on the stated or implied goal.		The teacher <b>does not focus</b> on the stated or implied goal.		
Engagement	19	The teacher <b>provides frequent</b> opportunities for students to engage or respond during the lesson.		The teacher <b>provides limited</b> opportunities for students to engage or respond during the lesson.		The teacher <b>does not provide</b> opportunities for students to engage or respond during the lesson.		
	20	There are <b>structured and predictable</b> instructional routines throughout the lesson.		Instructional routines are <b>not consistently</b> applied throughout the lesson.		There is <b>no</b> instructional routine.		

Components	Item	3 Implemented	2 +	2 Partially Implemented	2 -	1 Not Implemented	Score	Explanation
	21	The teacher <b>monitors</b> students to ensure they remain engaged.		The teacher <b>monitors inconsistently</b> throughout the lesson; <b>OR</b> the teacher <b>does not consistently</b> monitor <b>all students</b> to ensure they remain engaged.		The teacher <b>does not</b> monitor students to ensure they remain engaged.		
<b>Monitoring and Feedback</b>	22	The teacher <b>consistently</b> checks for understanding <b>throughout the lesson</b> .		The teacher only checks <b>some students</b> for understanding; <b>OR</b> the teacher does <b>not consistently</b> check for understanding throughout the lesson.		The teacher does <b>no or very minimal</b> checking for understanding.		
	23	The teacher provides timely feedback <b>throughout the lesson</b> .		The teacher <b>occasionally</b> provides timely feedback.		The teacher <b>does not</b> provide feedback; <b>OR</b> it is <b>not timely</b> .		
	24	Feedback is specific and informative <b>throughout</b> the lesson.		Feedback is <b>not consistently</b> specific and informative throughout the lesson.		There is <b>no</b> feedback; <b>OR</b> it is <b>not at all</b> specific and informative.		
	25	The teacher <b>makes</b> adjustments to instruction <b>as needed</b> based on the student responses.		The teacher <b>makes some</b> adjustments to instruction as needed based on the student responses, <b>but more adjustments are needed</b> .		The teacher <b>does not make</b> adjustments to instruction <b>as needed</b> based on the student responses.		