

## Instructional Agility Implementation Rubric

Criteria	Beginning	Growing	Implementing	Impacting
<b>Accuracy</b>	Teachers focus on activities and may post an agenda of activities.	Teachers describe learning and may post learning targets, or they may simply explain what is to be learned. Activities clearly relate to the learning.	Teachers post learning targets for reference and student reflection. Students can articulate what they are learning.	Teachers post learning targets for reference and student reflection during and after activities. Students track essential learning and can articulate where they are strong as well as next steps for improvement. There is clear evidence that feedback and dialogue impact learning.
<b>Feedback</b>	Teachers leave feedback, if any, in either written or verbal form for students to figure out and act on.	Teachers offer descriptive feedback in either written or verbal form to individuals or to groups in the class. Feedback clearly provides descriptions and strengths and offers next steps.	Feedback directly relates to learning goals. Students act on that feedback either through revision or dialogue. Students can articulate why they are working on a particular task or revising it.	Students provide each other feedback from a very specific set of criteria or learning targets. Students reflect on that feedback. Students ask questions and generate new ways to understand.
<b>Dialogue and Questioning</b>	Teachers explain, describe, and present.	Teachers lead discussions, engaging some students who offer comments or questions.	Teachers structure dialogue and questioning so students interact, question, and sustain discussion about the learning targets.	Students generate dialogue and questions, interacting with each other and making connections to the learning targets. Students talk 60 percent of the time.