

Figure 3.5:  
21st Century Learners Rubric

	<b>Level 1 Beginning</b>	<b>Level 2 Attempting</b>	<b>Level 3 Practicing</b>	<b>Level 4 Embracing</b>
<b>Using Classroom Intervention and Remediation</b>	<p>Teachers respond to interventions as they occur in first-best instruction (may not be planned).</p> <p>Teachers acknowledge interventions that they identify with common assessment data but move on to the next lesson regardless.</p> <p>Teachers design remediation for students that pulls them from other learning during the day.</p>	<p>Teachers plan for intervention in first-best instruction.</p> <p>Teachers make an individual plan to address interventions as necessary based on classroom data from a common assessment.</p> <p>Teachers design individual remediation plans for specific skills.</p>	<p>The collaborative team plans for intervention in first-best instruction.</p> <p>The collaborative team creates interventions based on data from common formative and summative assessments.</p> <p>The collaborative team develops individual learning plans to remediate specific skills for students.</p>	<p>The collaborative team plans and reflects on the interventions it uses in first-best instruction.</p> <p>The collaborative team creates and determines the effectiveness of team interventions designed from analyzing data from common assessments.</p> <p>The collaborative team develops individual remediation plans for specific skills for students to learn during a scheduled time in the school day that does not interfere with grade-level learning.</p>
<b>Having a Schoolwide Focus on Student Learning</b>	<p>Teachers choose from schoolwide or collaborative team-determined strategies, tools, templates, rubrics, and so on to be used for student learning.</p> <p>Teachers choose from schoolwide interventions based on data.</p>	<p>The team determines strategies, tools, templates, rubrics, and so on to use in the collaborative team for student learning.</p> <p>The team determines collaborative interventions based on data.</p>	<p>The team determines strategies, tools, templates, rubrics, and so on to use schoolwide for student learning.</p> <p>The team determines universal schoolwide interventions based on data.</p>	<p>The team analyzes the success of schoolwide strategies, tools, templates, rubrics, and so on to use schoolwide for student learning and modifies them as necessary.</p> <p>The team analyzes the effectiveness of schoolwide interventions based on data.</p>
<b>Empowering Students</b>	<p>Teachers seldom ask students to self-reflect.</p> <p>Teachers create extra activities for students who finish early and those who need intervention.</p> <p>The classroom is most often teacher centered.</p>	<p>Teachers ask students to self-reflect occasionally.</p> <p>Teachers honor the learning of most students.</p> <p>Teachers create a student-centered classroom some of the time.</p>	<p>Teachers use student-reflection sheets with students consistently.</p> <p>Teachers honor the learning of students.</p> <p>Teachers create a student-centered classroom.</p>	<p>Students consistently reflect on their learning.</p> <p>Students can explain how what teachers ask them to do shows their learning.</p> <p>Students own their learning within a student-centered classroom.</p>