

## Great Classrooms for a Web-Based Society

	Just Starting	Working on It	On a Roll	Wow!
<b>Rubrics</b>	meets 2 of the 4 criteria in <i>On a Roll</i> column	meets 3 of the 4 criteria in <i>On a Roll</i> column	<ol style="list-style-type: none"> <li>1) writes analytic rubrics that meet the <i>Practitioner</i> or <i>Expert</i> columns of the "rubric to assess a rubric";</li> <li>2) can describe and identify holistic vs. analytic rubrics and their uses;</li> <li>3) uses strategies with students that allow the rubric to drive instruction;</li> <li>4) writes rubrics for all problem-based tasks</li> </ol>	meets all of the criteria in the <i>On a Roll</i> column plus: <ol style="list-style-type: none"> <li>1) meets <i>Expert</i> columns of the "rubric to assess a rubric";</li> <li>2) can review others' rubrics and offer descriptive feedback to help the author revise them</li> </ol>

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<b>Authentic Learning</b>	meets 2 of the 4 criteria in <i>On a Roll</i> column	meets 3 of the 4 criteria in <i>On a Roll</i> column	<ol style="list-style-type: none"> <li>1) most tasks presented to students are based on meaningful, life-related scenarios or are designed to support an authentic problem-based task;</li> <li>2) students can explain the authentic reason for most things they do in class;</li> <li>3) some tasks are horizontally authentic - scenarios that could actually happen in the students' lives;</li> <li>4) teacher can explain authenticity and offer examples of authentic and inauthentic tasks</li> </ol>	meets all of the criteria in the <i>On a Roll</i> column plus: <ol style="list-style-type: none"> <li>1) all tasks presented to students are meaningful and life-related or are designed to support an authentic problem-based task;</li> <li>2) many tasks are horizontally authentic;</li> <li>3) students can explain the authentic reason for all things they do in class;</li> <li>4) teacher can take another person's less-than-authentic task and suggest how to make it authentic</li> </ol>

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<b>Problem-Based Learning</b>	meets 2 of the 4 criteria in <i>On a Roll</i> column	meets 3 of the 4 criteria in <i>On a Roll</i> column	<ol style="list-style-type: none"> <li>1) designs successive PBL tasks such that a task is always in progress;</li> <li>2) PBL tasks drive instruction in all subjects, whether separate PBLs or interdisciplinary PBLs;</li> <li>3) all PBLs are authentic, open-ended, and assessed with a well-constructed rubric;</li> <li>4) can explain what instructional activities and assignments will be used to ensure all students learn</li> </ol>	meets all of the criteria in the <i>On a Roll</i> column plus: <ol style="list-style-type: none"> <li>1) all PBLs include a list of essential learnings (concepts, skills, and content to be mastered) and a list of the state content standard indicators addressed;</li> <li>2) designs a graphic organizer for each PBL that includes all required and optional instructional activities to promote learning</li> </ol>

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<b>Felt Need</b>	meets 2 of the 4 criteria in <i>On a Roll</i> column	meets 3 of the 4 criteria in <i>On a Roll</i> column	<ol style="list-style-type: none"> <li>1) explains the difference between need &amp; felt-need;</li> <li>2) all PBLs are designed to build a felt-need to learn concepts, skills, &amp; content;</li> <li>3) most tasks are related to a greater context that builds a felt-need to learn;</li> <li>4) the problem-based task is presented up front, prior to any formal teaching</li> </ol>	meets all of the criteria in the <i>On a Roll</i> column plus: <ol style="list-style-type: none"> <li>1) all tasks are related to a greater context that builds a felt-need to learn;</li> <li>2) students can explain why they are doing whatever they are doing in class in terms of a felt need</li> </ol>

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<b>How-To Sheets</b>	meets 2 of the 4 criteria in <i>On a Roll</i> column	meets 3 of the 4 criteria in <i>On a Roll</i> column	<ol style="list-style-type: none"> <li>1) designs how-to sheets for new technology skills and some non-technology skills;</li> <li>2) directions are detailed, easy-to-follow, and written to ensure success;</li> <li>3) include cropped screen shots;</li> <li>4) stores how-to sheets in materials area</li> </ol>	meets all of the criteria in the <i>On a Roll</i> column plus: <ol style="list-style-type: none"> <li>1) include "oops" boxes that anticipate common mistakes;</li> <li>2) include arrows pointing to key areas within screen shot (e.g. icon to click);</li> <li>3) students design how-to sheets once they've mastered a skill</li> </ol>

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<b>Collaborative Learning</b>	meets 1-3 of the 7 criteria in <i>On a Roll</i> column	meets 4-6 of the 7 criteria in <i>On a Roll</i> column	<ol style="list-style-type: none"> <li>1) designs collaborative tasks that are open-ended, requiring higher-order problem-solving that lend themselves to group work;</li> <li>2) most tasks are heavily content driven as opposed to heavily focused on presentation;</li> <li>3) all tasks include individual components and accountability focusing on content mastery;</li> <li>4) all tasks designed such that all students learn all skills (as opposed to the divide-and-conquer method);</li> <li>5) all collaborative work is done in class;</li> <li>6) actively teaches group process skills;</li> <li>7) teacher uses group process reflection / assessment tools</li> </ol>	meets all of the criteria in the <i>On a Roll</i> column plus: <ol style="list-style-type: none"> <li>1) students reach decisions through consensus rather than voting;</li> <li>2) many tasks include multiple rubrics / checklists for both individual and group assessment;</li> <li>3) group assessment is based on collaborative skills and successful completion of final product while individual assessments are based on content mastery</li> </ol>

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<b>Folders</b>	meets 2 of the 5 criteria in <i>On a Roll</i> column	meets 3-4 of the 5 criteria in <i>On a Roll</i> column	<ol style="list-style-type: none"> <li>1) each student has a folder that includes a "work in progress" and a "work completed" section;</li> <li>2) folders remain in class;</li> <li>3) students retrieve and put back folders from designated area;</li> <li>4) teacher teaches folder management skills;</li> <li>5) all work is handed in through the folder</li> </ol>	meets all of the criteria in the <i>On a Roll</i> column plus: <ol style="list-style-type: none"> <li>1) teacher reads through and comments on work in students' folders at least once a week;</li> <li>2) teacher regularly uses folders to differentiate instruction</li> </ol>

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<b>Different Tasks</b>	meets 2 of the 6 criteria in <i>On a Roll</i> column	meets 3-5 of the 6 criteria in <i>On a Roll</i> column	<ol style="list-style-type: none"> <li>1) creates a learning environment in which different tasks are going on at the same time;</li> <li>2) designs activity sheets so that students know what is expected over a specified period of time;</li> <li>3) students schedule how they will use their time;</li> <li>4) designs task sheets with clear directions for each activity to promote independence;</li> <li>5) has plan for managing which tasks have been completed by which students;</li> <li>6) uses sign-up sheets for limited resources, such as computers, centers, etc.</li> </ol>	meets all of the criteria in the <i>On a Roll</i> column plus: <ol style="list-style-type: none"> <li>1) tasks are a mix between rich, thought-provoking tasks; those that involve creativity and self-expression, and those that are more rote skill-building</li> </ol>

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<b>Students Scheduling Time</b>	meets 1 of the 3 criteria in <i>On a Roll</i> column	meets 2 of the 3 criteria in <i>On a Roll</i> column	<ol style="list-style-type: none"> <li>1) designs time schedule forms that allow students to fill in what they will do when;</li> <li>2) actively teaches and facilitates scheduling skills and reflection on schedules;</li> <li>3) includes approximate time needed to complete various tasks listed on the activity sheet</li> </ol>	meets all of the criteria in the <i>On a Roll</i> column plus: <ol style="list-style-type: none"> <li>1) students drive the scheduling of benchmark and mini-lessons by making requests for what they need to learn</li> </ol>

	<b>Just Starting</b>	<b>Working on It</b>	<b>On a Roll</b>	<b>Wow!</b>
<b>Materials Area</b>	meets 2 of the 4 criteria in <i>On a Roll</i> column	meets 3 of the 4 criteria in <i>On a Roll</i> column	<ol style="list-style-type: none"> <li>1) designates a table or wall of hanging folders where materials will be housed;</li> <li>2) separates task direction sheets from others through color-coding or placement;</li> <li>3) includes collection of technology how-to sheets;</li> <li>4) includes optional articles, worksheets for students to use</li> </ol>	meets all of the criteria in the <i>On a Roll</i> column plus: <ol style="list-style-type: none"> <li>1) differentiates between activity sheets that students would need an individual copy of and those that could be returned to the materials area, laminating the latter;</li> <li>2) has plan for tracking return of shared-resources, such as math kits, to reduce loss</li> </ol>

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<b>Technology Hierarchy</b>	meets 2 of the 5 criteria in <i>On a Roll</i> column	meets 3-4 of the 5 criteria in <i>On a Roll</i> column	<ol style="list-style-type: none"> <li>1) can define &amp; give examples of the various levels of the technology hierarchy;</li> <li>2) technology is regularly used as a tool in the learning process;</li> <li>3) students are empowered to use technology in a variety of ways based on their needs, as opposed to assigned computer tasks;</li> <li>4) designs easy-to-read how-to sheets for technology use;</li> <li>5) some use of technology is included in most PBLs</li> </ol>	meets all of the criteria in the <i>On a Roll</i> column plus: <ol style="list-style-type: none"> <li>1) regularly includes aspects of all levels of the technology hierarchy;</li> <li>2) regularly reads magazines that focus on emerging technologies, like <i>Wired</i>.</li> </ol>

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<b>Facilitation Skills</b>	meets 2-3 of the 5 criteria in <i>On a Roll</i> column	meets 4 of the 5 criteria in <i>On a Roll</i> column	<ol style="list-style-type: none"> <li>1) pulls up a chair with students, spending 5-7 minutes with student(s);</li> <li>2) never disengages from students (e.g. sitting at desk, preparing materials, marking papers) while class is in session;</li> <li>3) asks questions from 5 levels, moving students to deeper understanding;</li> <li>4) demonstrates mastery of content by asking probing questions and posing what-if scenarios;</li> <li>5) structure in place for reducing interruptions</li> </ol>	meets all of the criteria in the <i>On a Roll</i> column plus: <ol style="list-style-type: none"> <li>1) maintains a balance between facilitating, mini-lessons, and benchmark lessons;</li> <li>2) documents anecdotal evidence of student learning while facilitating</li> </ol>

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<b>Parents as Resources</b>	meets 1 of the 3 criteria in <i>On a Roll</i> column	meets 2 of the 3 criteria in <i>On a Roll</i> column	<ol style="list-style-type: none"> <li>1) surveys parents to identify careers, hobbies, and areas of interest that may be useful during the year;</li> <li>2) uses email (or phone) to connect with parents who may serve as resources for a given unit or task;</li> <li>3) has parents come to class to work with groups or offer mini-lessons (as opposed to whole class presentations) on curriculum-related topics</li> </ol>	meets all of the criteria in the <i>On a Roll</i> column plus: <ol style="list-style-type: none"> <li>1) uses parents regularly as resources in the classroom;</li> <li>2) designs a "parent corner" with a schedule of when parents are coming and what expertise they bring so that students can sign up to work with them</li> </ol>

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<b>Maximizing Teacher Time</b>	meets 2 of the 5 criteria in <i>On a Roll</i> column	meets 3-4 of the 5 criteria in <i>On a Roll</i> column	<ol style="list-style-type: none"> <li>1) creates activity sheets that include a mix of activities that require limited teacher involvement and those that require significant teacher involvement;</li> <li>2) identifies overarching concepts that are unfamiliar to all students and plans benchmark lessons;</li> <li>3) identifies areas of common skill weaknesses and plans mini-lessons;</li> <li>4) develops how-to sheets to teach skills;</li> <li>5) makes use of other adults in the classroom</li> </ol>	meets all of the criteria in the <i>On a Roll</i> column plus: <ol style="list-style-type: none"> <li>1) facilitates student scheduling such that the activities in progress at any one time are a mix between those that require limited teacher involvement and those that require significant teacher involvement;</li> <li>2) creates videos to teach lower-order skills through demonstration</li> </ol>

	<b>Just Starting</b>	<b>Working on It</b>	<b>On a Roll</b>	<b>Wow!</b>
<b>Maximizing Classroom Resources</b>	meets 1 of the 3 criteria in <i>On a Roll</i> column	meets 2 of the 3 criteria in <i>On a Roll</i> column	<ol style="list-style-type: none"> <li>1) purchases limited quantities of resources to share, thus allowing for a greater number of different resources;</li> <li>2) creates a structure through which students can have access to limited resources for given periods of time;</li> <li>3) those centers that needn't be confined to specific classroom locations are housed in moveable containers to be used anywhere in the classroom</li> </ol>	meets all of the criteria in the <i>On a Roll</i> column plus: <ol style="list-style-type: none"> <li>1) has students sign up for use of limited resources</li> </ol>

**Differen-  
tiated  
Instruc-  
tion**

<b>Just Starting</b>	<b>Working on It</b>	<b>On a Roll</b>	<b>Wow!</b>
meets 2 of the 5 criteria in <i>On a Roll</i> column	meets 3-4 of the 5 criteria in <i>On a Roll</i> column	<ol style="list-style-type: none"> <li>1) differentiates instruction by assigning different skills work to students based on level;</li> <li>2) uses multiple ways to achieve the same instructional outcome, based on individual needs;</li> <li>3) uses mini-lessons to address small group skills needs;</li> <li>4) makes modifications on individual students' activity sheets to meet individual needs;</li> <li>5) inspires gifted learners by offering higher-order challenges</li> </ol>	<p>meets all of the criteria in the <i>On a Roll</i> column plus:</p> <ol style="list-style-type: none"> <li>1) uses assessment techniques that allow for differentiated instruction;</li> <li>2) allows students to design problem-based tasks and rubrics to pursue individual interests</li> </ol>

**Thematic  
Units**

<b>Just Starting</b>	<b>Working on It</b>	<b>On a Roll</b>	<b>Wow!</b>
meets 3-4 of the 8 criteria in <i>On a Roll</i> column	meets 5-7 of the 8 criteria in <i>On a Roll</i> column	<ol style="list-style-type: none"> <li>1) can define and offer examples of transdisciplinary vs. interdisciplinary thematic units;</li> <li>2) has a transdisciplinary theme going at all times;</li> <li>3) themes last 4-6 weeks (2-3 weeks below grade 4);</li> <li>4) theme concepts relate to students' lives and are appropriate and appealing for the grade level;</li> <li>5) theme projects are small, focused projects that allow the students to reflect across the theme and relate the theme to their lives;</li> <li>6) the teacher regularly focuses students on the theme and the connections to the curriculum and themselves;</li> <li>7) students know what the theme is and can explain how whatever they are working on relates to the theme;</li> <li>8) the theme is prominently posted in the classroom</li> </ol>	<p>meets all of the criteria in the <i>On a Roll</i> column plus:</p> <ol style="list-style-type: none"> <li>1) theme topics are generated by students as they consider the curriculum that lies ahead</li> </ol>

	<b>Just Starting</b>	<b>Working on It</b>	<b>On a Roll</b>	<b>Wow!</b>
<b>Web Quests</b>	meets 2 of the 4 criteria in <i>On a Roll</i> column	meets 3 of the 4 criteria in <i>On a Roll</i> column	<ol style="list-style-type: none"> <li>1) uses quality, problem-based WebQuests throughout the year (see Quality Rubric for WebQuests);</li> <li>2) has structures for students to have adequate computer time for WebQuests, including not having all students work on a WebQuest at the same time;</li> <li>3) regularly searches for quality WebQuests;</li> <li>4) designs at least one WebQuest each year to address curriculum topics</li> </ol>	meets all of the criteria in the <i>On a Roll</i> column plus: <ol style="list-style-type: none"> <li>1) teacher designs quality, problem-based WebQuests for each unit of study;</li> <li>2) students design (or below 3<sup>rd</sup> grade, inspire the design of) WebQuests</li> </ol>

	<b>Just Starting</b>	<b>Working on It</b>	<b>On a Roll</b>	<b>Wow!</b>
<b>Other Adults as Resources</b>	meets 2 of the 4 criteria in <i>On a Roll</i> column	meets 3 of the 4 criteria in <i>On a Roll</i> column	<ol style="list-style-type: none"> <li>1) welcomes the use of other adults in the classroom (e.g. special education teachers, gifted &amp; talented teachers, classroom aides, etc.);</li> <li>2) creates special area (not necessarily a desk) for those teachers who visit the class regularly so that they feel a part of the classroom;</li> <li>3) keep other adults who work in the classroom informed of classroom happenings through email / notes;</li> <li>4) post names of various adult resources on classroom entrance</li> </ol>	meets all of the criteria in the <i>On a Roll</i> column plus: <ol style="list-style-type: none"> <li>1) reduces classroom teacher's area (e.g. desk, cabinets) in favor of community adult work area (or none at all)</li> </ol>

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<b>Home / School Communi- cation</b>	meets 2 of the 5 criteria in <i>On a Roll</i> column	meets 3-4 of the 5 criteria in <i>On a Roll</i> column	<ol style="list-style-type: none"> <li>1) begins the year by sending a letter home;</li> <li>2) maintains email (or phone) communication with parents;</li> <li>3) class produces a monthly newsletter for parents;</li> <li>4) makes problem-based task rubrics readily available to parents;</li> <li>5) maintains a Web site with information about the class</li> </ol>	meets all of the criteria in the <i>On a Roll</i> column plus: <ol style="list-style-type: none"> <li>1) maintains a Web site that is updated weekly to reflect classroom happenings</li> </ol>

	<b>Just Starting</b>	<b>Working on It</b>	<b>On a Roll</b>	<b>Wow!</b>
<b>Physical Setup</b>	meets 2 of the 5 criteria in <i>On a Roll</i> column	meets 3-4 of the 5 criteria in <i>On a Roll</i> column	<ol style="list-style-type: none"> <li>1) room is arranged to foster collaboration among students;</li> <li>2) various special-purpose areas exist;</li> <li>3) classroom walls are decorated with student work and reference materials and are changed at least monthly;</li> <li>4) teachers' area is small, not taking up large areas across the front of the room or around his/her desk;</li> <li>5) students participate in classroom design and decoration</li> </ol>	meets all of the criteria in the <i>On a Roll</i> column plus: <ol style="list-style-type: none"> <li>1) room is designed to accommodate a variety of work styles and functions without having one desk or table space per student;</li> <li>2) students have ownership of cubbie space and bulletin board space to call their own</li> </ol>

	<b>Just Starting</b>	<b>Working on It</b>	<b>On a Roll</b>	<b>Wow!</b>
<b>Benchmark Lesson</b>	meets 2 of the 4 criteria in <i>On a Roll</i> column	meets 3 of the 4 criteria in <i>On a Roll</i> column	<ol style="list-style-type: none"> <li>1) lessons are planned to introduce concepts and, on rare occasions, skills;</li> <li>2) last 20 - 30 minutes;</li> <li>3) teacher uses strategies to inspire and engage learners;</li> <li>4) students are made aware of benchmark lessons in advance so they can schedule them</li> </ol>	meets all of the criteria in the <i>On a Roll</i> column plus: <ol style="list-style-type: none"> <li>1) benchmark lessons typically include use of multimedia presentations to present graphics, video, sound, and images</li> </ol>

	<b>Just Starting</b>	<b>Working on It</b>	<b>On a Roll</b>	<b>Wow!</b>
<b>Mini-Lessons</b>	meets 2 of the 5 criteria in <i>On a Roll</i> column	meets 3-4 of the 5 criteria in <i>On a Roll</i> column	<ol style="list-style-type: none"> <li>1) planned to assist small groups in skill acquisition;</li> <li>2) last 5 - 15 minutes;</li> <li>3) include subsequent skill practice;</li> <li>4) mini-lessons are posted in advance so that students can sign up for them;</li> <li>5) mini-lessons are offered by various adults who work in the classroom</li> </ol>	meets all of the criteria in the <i>On a Roll</i> column plus: <ol style="list-style-type: none"> <li>1) students generate requests for mini-lessons</li> </ol>

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<b>Homework</b>	meets 2-3 of the 6 criteria in <i>On a Roll</i> column	meets 4-5 of the 6 criteria in <i>On a Roll</i> column	<ol style="list-style-type: none"> <li>1) homework is assigned for a grade-level-appropriate amount of time each day (Mon-Thur);</li> <li>2) homework is not merely an extension of classwork;</li> <li>3) homework is designed to build skills and allow for reflection on learning;</li> <li>4) homework is differentiated to meet individual students' needs;</li> <li>5) students are not allowed to work on homework in class;</li> <li>6) students never receive homework as a punishment nor ever are released from homework as a reward</li> </ol>	meets all of the criteria in the <i>On a Roll</i> column plus: 1) homework is decided upon by the student in conference with the teacher