

Grades 4-12 POLAR rubric*

Skill	Emerging (1)	Basic (2)	Developing (3)	Proficient (4)	Fluent (5)
<p>P</p> <p>PLANNING for teaching: deciding scope and sequence of content and assessment ideas appropriate to achievement levels/age of learners; peer tchr. knows content</p>	Decides on topic and has some idea of a learning activity, but cannot focus and limit content, sequence learning activities and form assessment criteria without teacher help.	Decides on topic, plans a relevant activity and has some idea of assessment; requires teacher's help to "break down" content, plan assessments, and decide on materials.	Determines scope of content, plans relevant learning activities, and develops an assessment tool; needs teacher help to refine lesson outline, plan an intro. and transitions.	Determines scope of content with goals, plans an assessable activity, considers varied learning styles, and designs an assessment tool; only needs suggestions.	Determines scope of content with goals, plans assessable activities with materials; includes varied learning styles, designs an assessment tool, has a backup plan
<p>O</p> <p>ORGANIZING for instruction: practicing skills and presentations; gathering or making materials, demo items, power point slides, etc.; anticipating learner responses, participation</p>	Has some idea of what needs to be done for the presentation; outlines the lesson, gets some materials ready only with teacher/other adult help	Writes a lesson outline; needs teacher help to sequence activities, get materials, practice skills needed to use materials in lesson, prepare assessments	Writes a lesson plan, with student activities logically sequenced, includes assessments; creates and/or gathers the needed materials; needs teacher help with goals	Writes a well developed lesson plan, with goals and assessments; creates and/or gathers the materials, and makes sure the timing works	Writes a thoughtful, goal-directed, well developed lesson plan; creates and/or gathers the materials, makes sure the timing works and has a lesson self-evaluation form
<p>L</p> <p>LEADING others through the learning process: demonstrating skills, asking questions, giving appropriate responses; guiding learning without doing work for learners or giving answers</p>	Starts the activity, comes close to completing the lesson with some flex in the time limit, and does most of the presentation; needs teacher intervention and prompting frequently to keep others engaged	Leads the activity, encourages interaction from learners; accomplishes the lesson sequence; needs teacher intervention for questions, assessments	Leads the activity, encourages interaction with and among learners largely through fact-based questions, accomplishes the task, and uses the assessment tool to verify outcomes	Announces the lesson objectives, leads the activity, accomplishes the task, encourages interaction with and among learners through questions requiring inference or application, models strategies and desired outcome behaviors; uses assessment tool to verify outcomes	Shares the lesson objectives, leads the activity, accomplishes the task, encourages interaction with and among learners through higher-order questions, coaching, and grouping strategies, models strategies that lead to mastery, communicates clearly and empathetically; verifies outcomes through observation and assessment tools
<p>A</p> <p>ASSESSING learning: asking questions or making observations to check learner achievement; asking learners to demonstrate new skill; reinforcing learning appropriately</p>	Grades the students based on own observations but with inconsistent criteria; reveals standards of achievement only with teacher help; shows weak knowledge of content; limits questioning to a few others; needs help giving reinforcers	Grades achievement of low-level skills and/or knowledge; informally observes student reactions to the activity; gives low-level quizzes and simple skill tests; reinforces peer responses inconsistently; gives some hints	Grades achievement of middle-level skills and/or knowledge; checks all students in skill tasks by observation; reinforces peer responses with simple "yes" or "no" reactions; has sufficient content mastery for the task;	Grades achievement of higher-level skills and/or knowledge, inference, applications; asks specific content-related questions to check learning; gives clues, prompts, or hints; reinforces appropriately with a variety of verbal and non-verbal cues; solicits feedback	Grades achievement of low-to high-level skills and/or knowledge; gives clues, prompts, or hints; gives evaluative feedback that helps improve learning; uses feedback form to get student reactions; journals or announces what the class needs next for mastery
<p>R</p> <p>REFLECTING on the instructional process: self-eval.; deciding what to change for next time; learning from observing others teach</p>	Student reflects on the experience only when teacher requires it. Can recall some details of teaching situation with prompting; finds at least one positive and one thing to change next time	Reflects on how the lesson might have been better and looks over the assessment tool for ideas; lists ways the lesson could have been better	Reflects on how the lesson might have been better, looks over the assessment tool for specific needs of class; reflects on how POLA steps could improve and makes notes for future use	Reflects on how the lesson might have been better, looks over the assessment tool for specific class needs and suggests ways to meet them; reflects on the feedback, makes changes to the lesson plan for next time	Reflects in writing on lesson quality, looks over the assessment tool for class and individual needs; uses feedback forms to change the lesson plan, modify scope or objectives, and designs a follow-up activity for self

*Whole-class teaching time expectations: 2-5 minutes in grades 4-5; 5-10 minutes in grades 6-8; 10-20 minutes in grades 9-12. Tutoring or group work can be longer.