1 = Emerging	2 = Developing	3 = Implementing	4 = Sustaining

Standard/Learning Goal or Focus:		Curriculum/Text:	

What we want to be true based on research and best practices…	Rubric		Notes

Books and Materials

A.1 Materials Support Multimodal Learning Materials within the lesson match the needs of the learners by providing opportunities to speak, listen, write, read, and/or move and manipulate materials.	1 — There are no materials for multimodal learning. 2 — Materials provide limited opportunities for multimodal learning. 3 — Materials and resources are thoughtfully aligned to the lesson and provide children with opportunities to engage in multimodal learning. 4 — Materials and resources are responsively incorporated into the lesson to support a variety of learning styles and allow for flexibility to meet children's specific learning needs.	
A.2 Diversity of Texts/Materials Texts/materials are interesting, free of bias, and affirm children's identities, cultures, and languages.	1 — Texts/materials contain racial, cultural, or linguistic stereotypes. 2 — Texts/materials are free of bias but do not affirm children's identities, cultures, and languages. 3 — Texts/materials are interesting and free of bias and affirm the children's identities, cultures, and languages. 4 — Texts/materials represent and affirm diverse perspectives, cultures, and languages and grow children's understanding of the world.	
A.3 Alignment of Materials and Resources Materials and resources align with the lesson purpose and match the instructional needs of the children.	1 — Selected materials and resources are too complex or not complex enough for the children's instructional needs. 2 — Some, but not all, of the materials and resources are aligned with the lesson purpose and the children's instructional needs. 3 — Selected materials and resources are aligned with the children's lesson goals and instructional needs. 4 — Materials are strategically chosen to align with the lesson purpose and enhance and extend children's learning.	

Child Actions

B.1 Understanding of Learning Goals Children can express what they are doing and why it is relevant to their learning. Children know why they are meeting.	1 — Children cannot express what skill and/or strategy they are working on to get to their learning goals. 2 — Some children can express what skill and/or strategy they are working on to get to their learning goals. 3 — All children can express what skill and/or strategy they are working on to help them reach their learning goals. 4 — Children can express what skill and/or strategy they are working on and how (or why) it will help them achieve their learning goals.	
B.2 Purposeful Practice Children are engaged in purposeful practice and application of skills related to their learning goals.	1 — Children engage in activities that are too hard, too easy, or unrelated to the intended learning goals. 2 — Some of the tasks children engage in are purposeful and related to their learning goals, while some tasks are less useful or purposeful. 3 — Children engage in purposeful practice and application of skills related to their learning goals. 4 — Children are engaged in purposeful practice of skills, and they persevere through challenges to reach their learning goals.	
B.3 Cultural Congruence Children use their linguistic and cultural funds of knowledge to support their learning.	1 — Children have no opportunities to engage their funds of knowledge to support their learning. 2 — Children sometimes have opportunities to draw on their linguistic and cultural funds of knowledge while they work to reach their learning goals. 3 — All children have opportunities to share their reasoning and leverage their linguistic and cultural funds of knowledge while they work to reach their learning goals. 4 — Children consistently and actively contribute a rich array of linguistic and cultural funds of knowledge to the small group space, enriching their learning experience and that of their peers.	
B.4 Leveraging Community Children feel safe to collaborate and engage in the learning of the small-group time.	1 — Children are withdrawn or reluctant to come to the group with the teacher and/or do not participate in small-group activities or tasks. 2 — Children occasionally participate and/or rely heavily on the teacher to engage them in the learning goals. 3 — Children consistently engage with the teacher and peers as they work towards their learning goals. 4 — Children collaborate to grow ideas, ask questions, debate, and challenge themselves as they work towards independence. Children contribute to the learning of the group.	

Small Group Instruction

Teacher Actions

C.1 Using Data and Knowing Children

Teacher use of data shows knowledge of children so that they are flexibly grouped, the purpose for group time is clear, and the teacher responds to children in the moment.

1 — There is no evidence that children in the group have the same instructional needs, and/or the teacher does not respond to children's needs as they emerge in the moment.
2 — Teacher sometimes or inconsistently assesses children's progress and adjusts SGI strategies as needed to address individual learning trajectories.
3 — Teacher continuously assesses children's progress and adjusts SGI strategies as needed to address individual learning trajectories.
4 — Teacher continuously and systematically assesses children's progress and adjusts SGI strategies as needed to address individual learning trajectories.

C.2 Lesson Design

Teacher designs tasks, activities, and materials that support the lesson purpose and move children toward independence.

1 — Teacher designs tasks, activities, and materials not aligned with the lesson purpose and not meeting the children's instructional needs.
2 — Some tasks, activities, or materials are not aligned with the lesson purpose or paced to the children's instructional needs.
3 — The tasks, activities, and materials are aligned with the lesson's purpose and match the needs of most learners in the group.
4 — The teacher responsively adjusts the tasks, activities, and/or materials within a lesson to meet each child's needs leading toward independence.

C.3 Feedback

Teacher provides explicit and actionable feedback to children that supports learning and continuous growth.

1 — Teacher does not provide feedback, or feedback does not result in improved skill, performance, or motivation.
2 — Feedback is vague, affective (e.g., "good job"), nonspecific, or inconsistent.
3 — Feedback is explicit and actionable, so children can apply, internalize, and develop their skills and/or knowledge.
4 — Feedback is explicit, actionable, and responsive to each child's needs so that they can apply, internalize, and develop their skills and/or knowledge.

C.4 Asset-based Language

Teacher uses asset-based language and practices to encourage children's emerging strengths, promote risk-taking, and position all children as capable learners.

1 — Teacher does not acknowledge or affirm children's attempts.
2 — Teacher occasionally affirms children's attempts and risk-taking.
3 — Teacher encourages children's emerging strengths and abilities, encouraging risk-taking and emphasizing all children as capable learners.
4 — Teacher systematically and strategically embeds inclusive messaging, reinforcing the idea that every child is a capable learner.

C.5 Cultural and Linguistic Appreciation

Teacher recognizes and draws on children's linguistic and cultural competencies to bridge new learning and model inclusive attitudes among all learners.

1 — Teacher does not acknowledge or engage children's language practices or funds of knowledge to promote their learning.
2 — Teacher recognizes and draws on some aspects of children's linguistic and cultural funds of knowledge but not others.
3 — Teacher recognizes and draws on children's cultural and linguistic funds of knowledge to promote their learning.
4 — Teacher incorporates and leverages the cultural and linguistic funds of knowledge of children to promote their learning and foster an inclusive and culturally sustaining learning environment.

Classroom Ecology

D.1 Space/Classroom Arrangement Classroom is organized to provide teachers and children with flexible spaces to collaborate based on the purpose of small groups.	1 — There is no adequate space for small groups to meet. 2 — There is some space for small groups to meet, but the space is not adequate or comfortable for all the children in the group. 3 — Classroom is organized to provide the teacher and children with comfortable spaces to meet in small groups. 4 — Classroom has well-designed, flexible, and easily accessible spaces for small-group collaboration, promoting engagement and interaction.	
D.2 Access to Materials Children readily have access to supportive materials, empowering them to use resources as needed during the learning process.	1 — Materials are disorganized or not readily available. 2 — Materials are somewhat accessible but not intentionally organized. 3 — Materials are accessible to children and organized to support the learning process. 4 — Children readily have access to a wide range of supportive materials, empowering them to choose helpful resources as needed during the learning process.	
D.3 Inclusive and Affirming The small group is affirming and inclusive, valuing children's identities, contributions, and efforts.	1 — Children's identities, contributions, and efforts are not valued, and/or some children are excluded from learning. 2 — Some children's identities, contributions, and efforts are affirmed, but not others. 3 — Children's identities, contributions, and efforts are affirmed. 4 — Children affirm each other's identities, contributions, and efforts.	