

An Overview of the 5D+™ Rubric for Instructional Growth and Teacher Evaluation, Version 3

Code	Indicator
PURPOSE dimension	
P1	Learning target(s) connected to standards
P2	Lessons connected to previous and future lessons, broader purpose and transferable skill
P3	Design of performance task
P4	Communication of learning target(s)
P5	Success criteria
STUDENT ENGAGEMENT dimension	
SE1	Quality of questioning
SE2	Ownership of learning
SE3	Capitalizing on students' strengths
SE4	Opportunity and support for participation and meaning making
SE5	Student talk
CURRICULUM & PEDAGOGY dimension	
CP1	Alignment of instructional materials and tasks
CP2	Teacher knowledge of content
CP3	Discipline-specific teaching approaches
CP4	Differentiated instruction for students
CP5	Use of scaffolds
ASSESSMENT FOR STUDENT LEARNING dimension	
A1	Student self-assessment
A2	Student use of formative assessments over time
A3	Quality of formative assessment methods
A4	Teacher use of formative assessments
A5	Collection systems for formative assessment data
CLASSROOM ENVIRONMENT & CULTURE dimension	
CEC1	Classroom arrangement and resources
CEC2	Learning routines
CEC3	Use of learning time
CEC4	Student status
CEC5	Norms for learning
PROFESSIONAL COLLABORATION & COMMUNICATION dimension	
PCC1	Collaboration with peers and administrators to improve student learning
PCC2	Communication and collaboration with parents and guardians
PCC3	Communication within the school community about student progress
PCC4	Support of school, district and state curricula, policies and initiatives
PCC5	Ethics and advocacy