**Editable Rubric for Teacher Assessment**

This rubric can be shared with your staff to ensure a shared understanding when teachers are assessing their current students.

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| **Class Creator Behavior** | **School Behavior Descriptors** |
| Very Good | The teacher never needs to contact parents, wellbeing staff or leadership about the child’s social/emotional needs and the child is well behaved at all times. The child is a positive influence on their peers. |
| Good | The teacher never needs to contact parents, wellbeing staff or leadership about the child’s social/emotional needs and the child is well behaved at all times. |
| Satisfactory | The teacher has occasionally (once per semester) had concerns about a child’s social/emotional needs and has spoken to parents, wellbeing staff or leadership and the child is well behaved with occasional reminders. |
| Challenging | The teacher has often, (several times per semester), spoken to parents, wellbeing staff or leadership about a child’s social/emotional needs.  Behavior requires frequent teacher support. |
| Very Challenging | Extreme misbehavior requiring substantial teacher & leadership intervention. |
| **Class Creator Academic** | **School Academic Descriptors (Applicable to English and Mathematics)** |
| Well Above Level | The child is achieving 12 months or more above expected level in the core areas of literacy and numeracy verified by data. E.g. Reading Level. |
| Above Level | The child is achieving 6 months or more above expected level in the core areas of literacy and numeracy verified by data. E.g. Reading Level. |
| At Level | The child is achieving at expected level in the core areas of literacy and numeracy verified by data. |
| Below Level | The child is 6 months or more below expected level in literacy and numeracy verified by data. |
| Well Below Level | The child is 12 months or more below expected level in literacy and numeracy verified by data. |
| **Class Creator Special Needs** | **School Special Needs Descriptors (Tags for specifics are available in Class Creator)** |
| None | No **extra** support and differentiation required. |
| Minimal Extra Teacher Support | Student requires some extra support and differentiation. **Student receives ESL, Literacy or Numeracy Support.** |
| Some Extra Teacher Support | Student requires significant extra support and differentiation.  **Student is on an Individual Learning Plan.** |
| Lots of Extra Teacher Support | Student requires lots of extra support and differentiation. **Student is funded.** |

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| **Class Creator Social** | **School Social Descriptors** |
| Separations (Students & Teachers) | These students or teachers should be placed **apart**.  Forced Separation.  Only use for the **most essential situations**. |
| Pairings  (Students & Teachers) | These students or teachers should be placed **together**.  Forced Pairing.  Only use for the **most essential situations**. |
| Friendship Preferences  (None, 3, 4 or 5) | * Student Friend Preferences or Teacher recommendations for “works well with”. * Please **complete all preferences** (1st, 2nd…) * Students will be placed with 1+ preference where possible. |
| Special Need Tags | **Example**s include:   * Physical Disability * Intellectual Disability * Hearing/Vision Impairment * Deaf/Blind * Autism Spectrum Disorder * Severe Language Disorder * Severe Emotional Disorder |
| General Tags | Examples include:   * Young for Year Group * English/Literacy Support Program * Math/Numeracy Support Program * Supportive Parent/Family * Challenging Parent/Family * Music Program * Arts Program * Sports Program * Religious Considerations * Gift & Talented/High Achievers Program |