



SCORING RUBRIC		EXAMPLES OF EVIDENCE
Indicator 4.1: Uses instructional strategies leading to student problem-solving and critical thinking		
The teacher...		
0	Does not promote student problem-solving or critical thinking skills	Students are not involved in problem-solving or critical thinking (DOK 1 only)
1	Seldom requires students to problem-solve and think critically	Seldom uses questions that demand more than basic recall or mere opinion
		Responds to own questions without wait time for student response
3	Uses strategies that require students to problem-solve and think critically less than half of the time or less than half of the students	Exclusively uses routine applications of known processes, or highly-guided or constrained tasks
		Occasionally uses instructional strategies that require some students to reason, think critically, and problem-solve (e.g. to assess or develop and informed argument, weigh credibility of evidence, justify or evaluate their thinking, use cause-and-effect charts)
		Uses some higher-order questions with skill, but not consistently (e.g. "How do you know?" or "Why do others come to a different conclusion?")
5	Uses strategies that require students problem-solve and think critically more than half of the time or more than half of the students	May provide opportunities for higher-order thinking (e.g. compare, analyze, infer, evaluate, explain, justify), without follow-through with student engagement
		Mostly uses routine applications of known procedures
		Occasionally uses instructional strategies that require most students to reason, think critically, and problem-solve (e.g. to assess or develop and informed argument, weigh credibility of evidence, justify or evaluate their thinking, use cause-and-effect) DOK 3-4
		Models critical thinking and steps necessary to problem-solve for students, but misses some golden opportunities
7	Engages almost all students in learning activities that promote problem-solving and critical thinking skills continuously through almost all the lesson	May allow students to problem-solve independently, rather than provide step-by-step instructions
		Implements meaningful learning experiences that require most students to apply content to real world problems
		If time allows, progresses fluently through multiple instructional techniques that require almost all students to think critically and problem-solve
		Consistently requires students to explain or justify their thinking, problem-solve, formulate questions, be creative, or make informed decisions
		Almost all students consistently engage in individual or collaborative critical thinking and problem-solving, analysis, synthesis, interpretation, and creation of original products
		Strongly models critical thinking

Stand Confidently - Participate Fully - Learn Continually - Contribute Globally