

Daily Learning Target Implementation Rubric



This rubric is designed with teachers in mind for self-reflection in their practice and planning. Administrators can use the rubric to provide a point of discussion and feedback associated with classroom visitations. The indicators under each heading serve to create a common language and shared understanding about how learning targets can be composed, communicated to students and used to determine student progress. It is recommended that users of the rubric highlight or circle indicators that best describe what is being observed in the classroom. The indicators are set out on a continuum, recognizing that implementation will deepen over time as teachers learn more about the purpose of DLT and its potential to enhance student learning.

	<u>Emerging Implementation</u>	<u>Approaching Implementation</u>	<u>Developed Implementation</u>
	At the emerging level, the teacher is consulting the technical elements of the DLT and foundations to implementation.	The DLT is better constructed and implementation is teacher-centered	The DLT is well constructed and implementation by the teacher elicits student engagement and ownership.
Crafting and Composing the DLT <i>Practice Overview: The purpose of DLT is to communicate to students what they are learning today and how they are going to be responsible for demonstrating that learning as a result of the lesson. Teachers draw upon grade level standards to craft the DLT and use the SUHSD Daily Learning Target Template to compose a clear statement.</i>	DLT is too broad to fit into a class period and is not specific in purpose for the lesson.	DLT is attainable within a class period and sets a general purpose for the lesson.	DLT is attainable within a class period and sets a specific purpose for the lesson.
	DLT includes some of the five components (timeframe, A-verb/Bloom’s Taxonomy, concept/content/skill, B - activity/measurable verb and C – Product or Assessment).	DLT includes all of the five components and the activity/measurable verb (B) loosely correlates to the Verb/Bloom’s Taxonomy (A).	DLT includes all of the five components and activity/measurable verb (B) supports and is closely aligned to the Verb/Bloom’s Taxonomy (A).
	Student product or assessment (C) is not aligned to the content/concept/ skill and opportunity for students to demonstrate learning is unclear.	Student product or assessment (C) is aligned to content/concept/skill and provides students an opportunity to demonstrate learning,	Student product or assessment (C) is clearly aligned to content/concept/skill and offers students a rigorous opportunity to demonstrate learning.
By the end of the class, Students will be able to _____ (What) _____ <div style="display: flex; justify-content: space-between; width: 100%;"> Timeframe A Verb/Bloom’s Taxonomy Content/Concept/Skill </div> as evidenced by _____ a _____ <div style="display: flex; justify-content: space-between; width: 100%;"> B Activity/ Measurable Verb C Assessment or Product </div>			

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<p>Incorporation of DLT at the Beginning and During the Lesson</p> <p><i>Practice Overview: The DLT must be posted in a prominent, accessible location and incorporated into the lesson. The DLT must be introduced to students to set a purpose for learning. The DLT should be revisited as appropriate throughout the lesson to remind students of the purpose. Throughout the lesson, students should be assessing their own progress against the expectations of the DLT.</i></p>	The lesson begins prior to ensuring that students understand the DLT with minimal student engagement.	Before the lesson begins, a connection is established between the DLT and the broader learning goals/prior knowledge/prior experience is discussed with limited student engagement.	Before the lesson begins, students are prompted to see the connection between the DLT and the broader learning goals/prior knowledge/ prior experience through questions, predictions or interactions with peers.
	During the lesson, the DLT is referred to without drawing any connection between the activity and the DLT and its expectations.	During the lesson the DLT is referred to by posing questions, applying appropriate wait time and eliciting sufficient responses to ensure students draw connections between the activity and the DLT and its expectations.	During the lesson the DLT is referred to by posing generative questions, applying appropriate wait time and eliciting sufficient responses to ensure students draw connections between the activity, their own learning progress and the DLT and its expectations.
<p>DLT and Closure</p> <p><i>Practice Overview: Lesson closure is the act of reviewing and clarifying key points of a lesson, tying them together into a coherent whole and securing them to the student's conceptual network. Ultimately, students should be able to assess their own progress against the expectations of the DLT.</i></p>	The DLT is restated as part of lesson closure with minimal student engagement.	The DLT is revisited, and students are able to articulate both orally and in writing <i>what</i> they learned and <i>why</i> it is important.	Students assess their own progress and can meaningfully articulate both orally and in writing their own strengths, weaknesses, and questions related to the DLT through structured peer interactions.