

Rubric: Optimal Learning Environment for Inclusive Classrooms with EAL Learners **DRAFT**

Criteria	1 - Beginning	2 - Developing	3 - Proficient	4 - Accomplished	5 - Exemplary
Learning Intention (TQS 3a ·1, ·6)					
Language Intention (TQS 3a ·11; 4b, e, g)					
Use of Visuals (TQS 3a ·10, 4g)					
Use of Scaffolds (TQS 3a ·10, 4g)					
Differentiation (TQS 3a ·, 3b, 3c)					
Effectiveness of Instruction (TQS 1; 3a ·10, 11, 3b; 4a, e, f, h)					
Collaborative Learning Opportunities (TQS 1; 3a ·9)					
Alignment of Tasks with Learner Profiles (TQS 3a ·3, ·4, ·8, ·11; 4b, c, d, e, g, h)					
Assessment (TQS 2; 3c, 4)					
Student Engagement (TQS 1; 3a ·1; 4f, g, h)					
Teacher Engagement and Support (TQS 1; 2c, 2f; 3 a ·3, ·4, ·5, ·8)					

Observation / Reflection Notes

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Criteria	1 - Beginning	2 - Developing	3 - Proficient	4 - Accomplished	5 - Exemplary
Learning Intention	Learning intentions are visible in parts of the lesson and tasks.	Learning intentions are visible and connected to most tasks.	Learning intentions are clearly visible and consistently connected to lesson tasks.	Learning intentions are well-integrated, explicitly stated, and revisited throughout the lesson.	Learning intentions are seamlessly integrated, highly visible, and deeply connected to all tasks and discussions.
Language Intention	Language intentions are aligned with some learning intentions.	Language intentions are mostly aligned with learning intentions and occasionally referenced.	Language intentions are aligned with learning intentions and referenced during instruction.	Language intentions are clearly aligned, consistently referenced, and supported during key lesson moments.	Language intentions are fully aligned, explicitly taught, and reinforced throughout the lesson in meaningful ways.
Use of Visuals	Some visuals are present and support basic understanding of content. Limited or few visuals on classroom walls.	Visuals are used in key moments and help clarify concepts for learners. Visuals on classroom walls have minimal connection to content.	Visuals (e.g., anchor charts, word walls, images) are integrated and consistently support understanding. Student work is displayed and there is some documentation of the learning process.	A variety of culturally responsive visuals are thoughtfully incorporated to enhance comprehension and engagement. Student exemplars are displayed with reflections and the learning process is documented.	Visuals are expertly integrated, tailored to learner needs, and used dynamically to deepen understanding. Throughout the process of learning student exemplars are used to support feedback and reflection. The learning process is documented throughout the learning cycle.
Use of Scaffolds	Basic scaffolds (e.g., word banks) are available to support learning. Graphic organizers are used without instruction or support.	Scaffolds (e.g., generic visuals, sentence frames, word walls) are used to support understanding in specific tasks. There is some instruction on the use of graphic organizers.	Scaffolds (e.g., vocabulary supports (semantic clusters, clines), sentence frames, anchor charts) are consistently used to help learners access content. There is some modeling and support on the use of graphic organizers.	Scaffolds (e.g., variety of vocabulary supports, mentor texts, anchor charts, concept maps) are effectively integrated, providing meaningful support that fosters independence. Instruction, modeling, and support is provided to use graphic organizers effectively.	Scaffolds are expertly embedded, adaptable, and empower learners to apply skills independently and confidently. Students choose graphic organizers to suit the task and learning preferences.
Differentiation	Instruction and materials are somewhat varied during one phase of instruction to meet learner needs.	Instruction and materials are differentiated for some learners in two phases of instruction (i.e. content, process, product).	Instruction, resources, and tasks are consistently differentiated to support diverse learning needs throughout instruction.	Differentiation is skillfully applied through flexible grouping, offering multiple resources, tasks, and materials to meet all learner profiles.	Differentiation is highly effective, offering flexible, learner-centered instruction and resources that maximize growth for all learners.
Effectiveness of Instruction	Instruction supports basic comprehension and task completion.	Instruction is clear and accessible, with some opportunities for learner engagement.	Instruction is clear, engaging, and supports active participation and understanding.	Instruction is highly effective, fostering deep understanding and active	Instruction is consistently engaging, innovative, and empowers learners to

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Collaborative Learning Opportunities	Collaborative opportunities are limited to occasional group tasks.	Collaborative opportunities are present and support basic peer interactions.	Collaborative tasks are integrated, encouraging meaningful peer interactions and shared learning.	Collaborative learning is consistently promoted, with tasks designed to foster teamwork, dialogue, and mutual support.	engage deeply with content and skills. Collaborative learning is a core feature, with rich, meaningful opportunities for learners to work together, share knowledge, and build language skills.
Alignment of Tasks with Learner Profiles	Tasks are somewhat aligned with learner needs and content goals.	Most tasks are aligned with learner profiles and provide appropriate entry points.	Tasks are consistently aligned with learner profiles, offering multiple entry points for success.	Tasks are well-aligned, providing diverse, meaningful opportunities for learners to engage with content.	Tasks are expertly aligned, deeply personalized, and designed to meet the unique needs and strengths of every learner.
Assessment	Assessment is mainly summative and provides limited feedback to learners.	Assessment includes formative and summative components, with some feedback provided.	Assessment is varied (formative and summative), providing actionable feedback to support growth.	Assessment is well-integrated, with frequent formative checks and meaningful feedback to guide instruction.	Assessment is dynamic, ongoing, and deeply embedded, actively involving learners in self-assessment and growth.
Student Engagement	Engagement is observed during some phases of the learning cycle.	Engagement is present during key moments of the learning cycle.	Engagement is consistent across most phases of the learning cycle, with active participation.	Engagement is strong across the learning cycle, with learners demonstrating focus and curiosity.	Engagement is exemplary, with learners fully invested, curious, and actively participating in all phases of the learning cycle.
Teacher Engagement and Support	Teacher provides basic support during cooperative and independent tasks. Teacher is seated at their desk/table and students approach teacher. There may be a line up of students waiting for help.	Teacher provides regular support, checking in with learners during tasks. Teacher circulates to support students when students request help.	Teacher provides consistent support, offering guidance and feedback during cooperative and independent tasks. Teacher observes students and circulates, engaging in mini lessons and flexible grouping as needed.	Teacher engagement is high, with intentional support that fosters independence and collaboration. Teacher supports small groups of students intentionally and circulates to support, redirect, and flexibly groups students during the collaborative work time.	Teacher engagement is exemplary, with purposeful interactions that empower learners and maximize their success in all tasks. Teacher designs learning tasks with flexible grouping and provides intentional support to groups at various phases of instruction.