

## RiseUp Way Formative Growth Rubric

The purpose of this two-part student-centered rubric is to support growth-focused teacher coaching and professional learning, leader development, as well as school-level strategic decision-making to make the RiseUp Way graduate portrait a reality through the daily student experience. Leaders, in partnership with teachers, will use this rubric to identify the highest leverage coaching and professional learning next steps for each adult and as a school in order to help ensure that every RiseUp student consistently engages in graduate portrait-aligned learning experiences. Students, teachers, and leaders are consistently focused on ways to improve their practice in targeted areas and live at various points along the Building, Progressing, and Extending trajectory at any given time. *Aligned priority teacher and leader look-fors will be added to this rubric.*

### 1) Building Block student look-fors to set the table for a consistently rigorous and engaging classroom experience:

The Building Block RiseUp student look-fors serve as an initial lens to understand the extent to which a classroom is providing students with the foundational resources and opportunities they need to grow in alignment with the RiseUp Way. These foundational scholar dispositions are also aligned with what research tells us is critical to preparing students for college, career, and life success (see Opportunity Myth, TNTP (2018)).

Building Block Student Look-For	1-Building	2-Progressing	3-Extending
Participate in a safe, engaging, joyful, and productive classroom environment	<1/3 students meet behavior standards, complete instructional tasks, volunteer responses, and/or ask appropriate questions; students participate safely in some procedures, routines and transitions, though some are unsafe or inefficient with idle time.	>2/3 students meet behavior standards, complete instructional tasks, volunteer responses, and/or ask appropriate questions; and actively, safely, and joyfully participate in most procedures, routines, and transitions.	>90% students display a sense of joyful ownership in managing and meeting behavior standards and take primary leadership in developing / leading procedures, routines and transitions.
Engage with grade level content	<1/3 students produce grade-appropriate work and/or responses connected to standards-aligned goals, texts, and tasks.	>2/3 students produce grade-appropriate work and/or responses connected to standards-aligned goals, texts, and tasks.	>90% students produce grade-appropriate work and/or responses connected to standards-aligned goals, texts, and tasks.
Do the cognitive lift of learning	Students complete little of the cognitive work. The teacher completes most of the cognitive work that students could own.	>2/3 students complete the majority of the cognitive work of the lesson; the teacher finishes some of the cognitive work that students could own.	>90% students complete the majority of the cognitive work of the lesson; the teacher rarely or never finishes the cognitive work students could own.

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### 1) RiseUp Way student look-fors

The RiseUp Way student look-fors serve as the most important leading indicators we can see and hear that tell us how aligned RiseUp students' experiences are to the community's vision (north star) as embodied in the RiseUp Way [graduate portrait](#).

Tenet	Student Disposition		1-Building	2-Progressing	3-Extending
Self-Directed Learners	Seek deeper meaning through joyful exploration	SD.1	<1/3 students ask questions about, research, and discuss topics of interest and/or concern.	>2/3 students ask questions about, research, and discuss topics of interest and/or concern.	>90% students ask questions about, research, and discuss topics of interest and/or concern.
	Grapple with complex and relevant problems	SD.2	<1/3 students revise and/or refine their work toward grade-level mastery.	>2/3 students revise and/or refine their work toward grade-level mastery.	>90% students revise and/or refine their work toward grade-level mastery.
	Debate and challenge ideas	SD.3	With some teacher prompting, <1/3 students use evidence from their learning to respectfully disagree, challenge, and debate content-specific topics.	With some teacher prompting, >2/3 students use evidence from their learning to respectfully disagree, challenge, and debate content-specific topics.	With some teacher prompting, >90% students use evidence from their learning to respectfully disagree, challenge, and debate content-specific topics.
Ethical Change-Makers	Lead with empathy and inclusivity	EC.1	In <1/3 of classrooms, students take action to include others and ask clarifying and probing questions to better understand others' perspectives.	In >2/3 of classrooms, students take action to include others and ask clarifying and probing questions to better understand others' perspectives.	In >90% of classrooms, students take action to include others and ask clarifying and probing questions to better understand others' perspectives.
	Build community	EC.2	<1/3 students celebrate each other's academic and non-academic accomplishments through words of affirmation.	>2/3 students celebrate each other's academic and non-academic accomplishments through words of affirmation.	>90% students celebrate each other's academic and non-academic accomplishments through words of affirmation.
	Stand up to injustice	EC.3	In <1/3 of classrooms, students speak up when they see or hear something that is not aligned with RiseUp community agreements.	In >2/3 of classrooms, students speak up when they see or hear something that is not aligned with RiseUp community agreements.	In >90% of classrooms, students speak up when they see or hear something that is not aligned with RiseUp community agreements.
Persistent Self-Advocates	Know and understand strengths and growth areas	PS.1	<1/3 students document and reflect on academic and non-academic strengths and growth opportunities at least monthly.	>2/3 students document and reflect on academic and non-academic strengths and growth opportunities at least monthly.	>90% students document and reflect on academic and non-academic strengths and growth opportunities at least monthly.
	Know their next step	PS.2	<1/3 students document and monitor key academic and non-academic goals at least monthly.	>2/3 students document and monitor key academic and non-academic goals at least monthly.	>90% students document and monitor key academic and non-academic goals at least monthly.
	Embrace challenges as fuel for success	PS.3	<1/3 students give, receive, and incorporate feedback on evolving answers and perspectives.	>2/3 students give, receive, and incorporate feedback on evolving answers and perspectives.	>90% students give, receive, and incorporate feedback on evolving answers and perspectives.