Revisions in the 5D+™ Rubric for Instructional Growth and Teacher Evaluation, Version 3

General

- The title of the rubric was changed to more accurately reflect the purpose of the rubric.

- The phrase *rarely or never* was changed to *rarely*.

- Frequency language was removed. A stronger connection was made to language in the 5 Dimensions of Teaching and Learning™ (5D™) instructional framework.

- The overall number of indicators was reduced from 37 to 30. There are five indicators for each of the five dimension as well as for the Professional Collaboration and Communication ("+") section.

- The indicator titles were made more clear by removing references to subdimensions.

- In the Curriculum & Pedagogy and Assessment for Student Learning dimensions, the order of some indicators was changed.

- All previous guidelines from trainings designed for version 2 of the 5D+ Rubric remain in place. For example: when students are mentioned in the Distinguished performance level, it means that students demonstrate the behavior described without prompting from the teacher; indicators should be applied using a reasonableness standard and considering developmental appropriateness.

Purpose

Ideas in 5D+ Rubric Version 2 (v.2) Indicators	Can be found in 5D+ Rubric Version 3 (v.3) Indicators	Revision
P1	P1	Removed frequency language. Moved *broader purpose and transferable skill* to P2.
P2	P2	Added *broader purpose and transferable skill* to support links to future lessons.
P3	SE3	Knowing students and capitalizing on their strengths is in SE3 v.3.
	P3	Added *design of performance task* indicator to align with guiding questions in 5D framework. Added ideas from CP2 v.2 (*conceptual understanding*) to *designing the task for the purpose of developing discipline-specific concepts*. Knowing students and capitalizing on their strengths from version 2 of the 5D+ Rubric is in SE3 v.3.
P4	P4	At the basic level: changed *states the learning target(s) at the beginning of each lesson* to *once during the lesson*; and added *checks for student understanding of the learning target(s)*.
P5	P5	Removed *performance task aligns to success criteria.* Alignment comes from basing success criteria on the learning target (P5) and the task on the learning target (P3 v.3).

Student Engagement

Ideas in 5D+ Rubric Version 2 (v.2) Indicators	Can be found in 5D+ Rubric Version 3 (v.3) Indicators	Revision
SE1	SE1	Removed frequency language.
SE2	SE2	Removed frequency language. Removed isolated language (e.g., *develop, test and refine their thinking* in SE2 v.2) in Unsatisfactory.
SE3	SE4	Combined SE3, SE4, and SE5 into two indicators: SE3 and SE4. Expectations and high cognitive demand are found in expectation, support and opportunity for meaning making
SE4	SE3	Knowing students is about building on their strengths as people and learners, rather than using a deficit stance. In Basic, knowledge is generic. In Proficient and Distinguished, SE3 captures the idea of seeing your students' strengths and understanding how to use strengths in connection with unit goals. In Distinguished, examples of *a variety of ways* include reading, writing and communicating.
SE5	SE4	There is a stronger emphasis on student meaning making. Strategies are about both how and for whom – expecting equitable participation. *Talk* is changed to *meaning making*. The numbers of students engaged is a result of strategies and structures used with intentionality (expectations). In Basic, the teacher is using strategies, but there is not a clear expectation about how and why they are using the strategy. For example, I do cooperative learning – I put my kids in a group; I did one thinking routine today, I'll do a different one tomorrow. At Proficient, the plural in strategies indicates a variety of strategies. The language of *some*, *most* and *all* is an outcome of the preceding sentences.
SE6	SE5	Changed *new ideas* in Distinguished to *press*. This refers to who is pressing and what they are pressing around, e.g. ways of thinking, claims, evidence, reasoning. These may be in a different order for different disciplines. Student-to-student talk is about the learning.

Curriculum & Pedagogy

Ideas in 5D+ Rubric Version 2 (v.2) Indicators	Can be found in 5D+ Rubric Version 3 (v.3) Indicators	Revision
CP1	CP1	Removed frequency language.
CP2	CP3	Moved the ideas from CP2 v.2 into CP3 v.3 and P3 v.3.
CP3	CP3	Removed frequency language. Changed name from *pedagogical content knowledge* to *discipline-specific teaching approaches*.
CP4	CP2	Added *habits of thinking* to teacher content knowledge. Removed terms *solid* and *in-depth* and replaced with them with ideas from the 5D instructional framework.
CP5	CP4	Removed frequency language. Added some definition to differentiation. For example, in conferring strategy: Do I use the structure and give everyone the same feedback? Do I use the structure and differentiate within the structure for individual learners?
CP6	CP5	Combined two indicators into one.
CP7	CP5	Removed frequency language. Gradual release is a scaffolding strategy.

Assessment for Student Learning

Ideas in 5D+ Rubric Version 2 (v.2) Indicators	Can be found in 5D+ Rubric Version 3 (v.3) Indicators	Revision
A1	A1	Moved using success criteria for improvement of learning from P5 v.2 to A1 v.3. Removed frequency language.
A2	A3	Removed frequency language. Removed the terms *some* and *complex understanding*. Replaced these terms with student thinking and learning needs. Changed name from *demonstration of learning* to *quality of formative assessment methods*.
A3	A3	Changed title to *quality of formative assessment methods.* Performance level language more closely reflects 5D instructional framework.
A4	A5	Removed frequency language. Changed *instructional purpose* to *instructional practice*.
A5	A2	Removed frequency language. Frequency introduced in Basic has to do with the frequency of benchmark kinds of assessments, not the frequency of teacher practice.
A6	A4	Moved *in the moment instructional adjustments* to Basic. Added *based on student understanding* to Proficient and Distinguished.

Classroom Environment & Culture

Ideas in 5D+ Rubric Version 2 (v.2) Indicators	Can be found in 5D+ Rubric Version 3 (v.3) Indicators	Revision
CEC1	CEC1	Combined CEC1 and CEC2 v.2 into CEC1 v.3. Clarified language.
CEC2	CEC1	Combined CEC1 and CEC2 v.2 into CEC1 v.3. Clarified language.
CEC3	CEC2	Stronger emphasis on learning in routines.
CEC4	CEC3	Combined CEC4 and CEC5 v.2 to make CEC3 v.3.
CEC5	CEC3	Combined CEC4 and CEC5 v.2 to make CEC3 v.3.
CEC6	CEC4	Added student identity as a learner instead of *meeting individual circumstances*.
CEC7	CEC5	Removed frequency language.

Professional Collaboration and Communication

Ideas in 5D+ Rubric Version 2 (v.2) Indicators	Can be found in 5D+ Rubric Version 3 (v.3) Indicators	Revision
PCC1	PCC1	Combined PCC1 and PCC2 v.2 into PCC1 v.3.
PCC2	PCC1	Combined PCC1 and PCC2 v.2 into PCC1 v.3.
PCC3	PCC2	Removed frequency language. Moved *considers language needs of parents* to Proficient.
PCC4	PCC3	Basic performance level language more closely aligned to Proficient and Distinguished language.
PCC5	PCC4	No revisions.
PCC6	PCC5	No revisions.