Rating Calibration Worksheet

<table>
<thead>
<tr>
<th>Learning Environment Indicators</th>
<th>Instruction Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Rapport and positive social interactions</td>
<td>• Strategies, tasks, questions</td>
</tr>
<tr>
<td>• Respect for student diversity</td>
<td>• Resources and groupings</td>
</tr>
<tr>
<td>• Environment supportive of risk-taking</td>
<td>• Student responsibility and independence</td>
</tr>
<tr>
<td>• High expectations</td>
<td></td>
</tr>
</tbody>
</table>

**OBJECTIVE EVIDENCE ON STRATEGIES, TASKS, QUESTIONS**

To be proficient, evaluator is looking for: *Differentiated, Cognitively engaging, Problem-solving, critical and creative thinking, Purposeful discourse/inquiry*

Evidence observed:

Align the evidence with the rubric. What is your preliminary rating?

___ Below Standard     ___ Developing     ___ Proficient     ___ Exemplary

Use the language from the rubric to communicate about the performance level selected:

What feedback would you give the teacher to improve (or maintain) performance on this indicator?