

## Gifted Learning Plan Programming Services/Instructional Intervention Rubric

Intervention	Emerging	Progressing	Proficient
	Teacher-Driven <-----> Student-Driven		
Acceleration	Teachers provide preassessments to move through the given content at a faster pace.	Students compact out of units/skills, completing alternate activities for skills in which they already show mastery.	Students are experiencing accelerated curriculum through multiple vehicles such as CBE, enrollment in above-level courses, and advanced online courses.
Alternative Seating	Teachers offer opportunities to move to alternate seats at least once a week.	Teachers offer opportunities for students to move to alternate seats at least once a day.	Students move fluidly, choosing their seating daily, based on their needs.
Authentic Audiences	Students present their work to authentic audiences once during the school year.	Students present their work to authentic audiences once per grading period.	Students present their work to authentic audiences multiple times throughout the school year.
Choices	Teachers provide basic choices, such as choosing between writing prompts or warm-up questions.	Teachers offer students complex choices, such as menus.	Students participate in a choice-based curriculum with activities based on their choices.
Compacting	Teachers provide the opportunity for students to test out of an activity.	Teachers provide the opportunity for students to test out of part of a unit and provide alternate assignments during that time.	Teachers offer students the opportunity to test out of a complete unit with redesigned opportunities.
Creativity	Teachers offer students certain opportunities to personalize their work and responses.	Teachers provide students activities and products that encourage student choice, and personalization of responses.	Student voice is evident throughout daily instructional practices; submitted work is diverse and represents students' unique thoughts/ideas.
Cross-Curricular Options	Teachers select activities from other content areas and include them in unit planning.	Teachers use activities that support other content areas to teach concepts within current unit of study.	Unit design integrates activities from multiple content areas seamlessly; cross-curricular planning is evident in unit design.
Depth & Complexity	Questions are designed to allow students to dig deeper into the content and understand a concept with greater complexity.	Lessons are designed to allow students to dig deeper into the content and understand a concept with greater complexity.	Depth and complexity are intentionally integrated into lesson planning and activities. Students can express how their work aligns with depth and complexity dimensions.

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Extension	Teachers provide extensions as needed.	Teachers select general, appropriate extensions during the lesson planning process.	Extensions are intentional, personalized, and back-loaded during lesson planning.
Flexible Groups	Teachers assign students to work in different group configurations: individual, pair, small, group, whole group.	Teachers provide students choice between different grouping configurations multiple times throughout the week.	Students move freely between different grouping configurations throughout instruction based on their self-identified needs.
Flexible Pacing	Teachers select at least one lesson per unit and supports students through making pacing decisions.	Students move through specific unit lessons that the teacher has selected for flexible pacing.	Based on unit implementation, students can move freely through the content at their own pace.
Formative Assessments	Teachers select and facilitate formative assessment protocols based on the need of his/her students.	Students select teacher-provided formative assessment options as part of feedback process.	Students are engaging independently in formative assessment protocols for their work as well as the work of their peers.
Group Products	Students work on products in teacher-assigned groups.	Students work on products throughout the year in both teacher-assigned and student-selected groups.	Students work on products in self-selected groups throughout the school year.
Higher Order Thinking	Teachers ask students higher-level, open-ended questions and/or assign higher-level products.	Teachers offer choice in teacher-provided higher-level questions and products.	Students ask others higher-level questions, propose ideas, and create products that require 90-100% original thought (not "Google-able").
Independent Study	Students work on teacher-assigned and teacher-facilitated independent investigations.	Students work on self-selected, teacher-facilitated independent investigations.	Students work independently on student-selected, long-term research studies.
Independent Work	Teachers assign different options for independent work based on mastery of content.	Teachers offer different options for independent work and students choose their how they would like to show content mastery.	Students propose how they would like to show mastery of the content while working independently.

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Individual Products	Teachers assign products for students to complete individually.	Teachers ask students to choose between different individual product options.	Students brainstorm, select, and produce their own products.
Interest-Based	When possible, teachers provide curricular activities that incorporate student-interest.	Teachers plan at least one activity within each unit based on student interests identified in their classroom(s).	Teachers purposefully organize units of instruction to provide multiple opportunities for student interest specific to each classroom.
Learning Styles	Teachers select activities that address different learning preferences.	Students express mastery through products or activities they have selected.	Teachers integrate learning style/preferences into all aspects of the lesson cycle.
Pre-Assessment	Teachers provide a pre-assessment to determine any deficiency of needed skills before the lesson begins. Teachers reteach any missing skills before instruction begins.	Teachers provide pre-assessments for units where students may have previous knowledge. Teachers use results to alter the pacing of the unit.	Teachers provide pre-assessments for each unit, use the information to compact lessons, and provide alternate assignments based on results.
Product Designs	Teachers provide the opportunity for students to create products for curricular units of study.	Students complete content-based products that allow for different learning modalities.	Content-based products represent multiple learning modalities. Student voice and personalization is evident.
Real-world Applications	Teachers bring in real-world applications through questioning during instruction units.	Students make (and share) real-world connections independently during instruction.	Teachers assure real-world application integration into all aspects of the lesson cycle, driving instruction and learning.
Research	Teachers provide research questions and resources for students to pursue. Students communicate findings in traditional ways.	Students are choosing research questions and selecting resources from a teacher created-list. Students choose how to communicate findings.	Students are identifying their own research questions, selecting appropriate resources, and communicating their findings in original ways.

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Summative Assessments	In addition to objective questions, summative assessments offer open-ended questions so students can express the depth of their learning.	Summative assessments are 90% open-ended questions so students can express the depth of their learning.	Teacher provides summative assessments that are differentiated for groups of students, with students receiving assessments based on new knowledge learned by students during the unit.
Tiered Instruction	Teachers select an activity in each unit to tier - based on student interest, readiness, and/or learning profile.	Teachers vary the implementation of tiered instruction (lessons or units) but each unit has tiered opportunities.	The majority of instructional units are tiered in a variety of ways including student interest, readiness, and/or learning profile.
Use of Rubrics	Teachers provide ready-made rubrics for multi-step activities or projects.	Teachers provide teacher- or co-created rubrics for multi-step activities or projects.	Teachers co-create rubrics with students and integrated into everyday instruction.
Varied Work Spaces	Teachers assign students different workspaces during activities and instruction.	Teacher encourage students to choose between different workspaces multiple times throughout the week.	Students move freely between different workspaces throughout instruction based on their self-identified needs.