

CaMSP Implementation Rubric: Coach's Name: \_\_\_\_\_ Date: \_\_\_\_\_  
 Teacher's Name: \_\_\_\_\_ Grade: \_\_\_\_\_ School: \_\_\_\_\_

Trait	Minimal: [1 none to 2 rarely]	[3 limited to 4 begins]	[5 more often to 6 mostly]	Maximal: [7 frequently to 8 fully]	Score
<b>STUDENT DISCOURSE</b>	<p><b>0–20% Discourse:</b></p> <ul style="list-style-type: none"> <li>• Mostly teacher-directed w/ brief student answers [not student-student]</li> <li>• Students are not asked to develop or explain their own solution strategies</li> <li>• Students mostly repeat teacher's steps</li> <li>• Questioning strategies promote student thinking</li> </ul>	<p><b>20%–50% Discourse:</b></p> <ul style="list-style-type: none"> <li>• Teacher-student dialogue encourages students to find and compare strategies for the same problem</li> <li>• Students are asked to explain their own solution strategies</li> <li>• Student-student talk about methods or solutions</li> <li>• Questioning strategies promote student thinking</li> </ul>	<p><b>50–75% Discourse:</b></p> <ul style="list-style-type: none"> <li>• Teacher-student dialogue encourages students to find and compare strategies for the same problem</li> <li>• Students are asked to explain their own solution strategies</li> <li>• Student-student talk methods or solutions</li> <li>• Questioning strategies promote student thinking</li> </ul>	<p><b>75–100% Discourse:</b></p> <ul style="list-style-type: none"> <li>• Teacher-student dialogue usually encourages students to find and compare different strategies for most problems</li> <li>• Students are asked to explain or justify their own solution strategies</li> <li>• Student-student talk methods or solutions</li> <li>• Questioning strategies promote student thinking</li> </ul>	[1 to 8]
<b>INSTRUCTIONAL STRATEGIES</b>	<p><b>0–20% Confidence:</b></p> <ul style="list-style-type: none"> <li>• Does not allow for wait time; asks leading questions to rush through task</li> <li>• Is focused solely on answers rather than processes and reasoning</li> <li>• Students work individually</li> <li>• Teacher only direct instruction through lecture and worksheets</li> </ul>	<p><b>20%–50% Confidence:</b></p> <ul style="list-style-type: none"> <li>• Teacher begins to use wait time</li> <li>• Explains the reasons behind the procedural steps</li> <li>• Pairs or groups students to work collaboratively</li> <li>• Teacher starts to use other instructional delivery methods</li> </ul>	<p><b>50–75% Confidence:</b></p> <ul style="list-style-type: none"> <li>• Allows ample time for all students to struggle with task</li> <li>• Starts to focus on the “how” or exploration instead of answer</li> <li>• Pairs or groups students to work collaboratively</li> <li>• Teacher uses a variety of instructional strategies</li> </ul>	<p><b>75–100% Confidence:</b></p> <ul style="list-style-type: none"> <li>• Allows ample time for all students to struggle with task</li> <li>• Focus is on the “how” or exploration instead of answer</li> <li>• Pairs or groups students to work collaboratively</li> <li>• Teacher uses a variety of instructional strategies</li> </ul>	[1 to 8]
<b>PRACTICES</b>	<p><b>0–20% Conceptual Teaching:</b></p> <ul style="list-style-type: none"> <li>• Students make sense of problems and persevere in solving them</li> <li>• Students are encouraged to choose appropriate tools for the task</li> <li>• Students develop and/or use models</li> <li>• Students plan and carry out investigations</li> <li>• Students look for patterns</li> <li>• Students construct viable arguments and critique others</li> </ul>	<p><b>20–50% Conceptual Teaching:</b></p> <ul style="list-style-type: none"> <li>• Students make sense of problems and persevere in solving them</li> <li>• Students are encouraged to choose appropriate tools for the task</li> <li>• Students develop and/or use models</li> <li>• Students plan and carry out investigations</li> <li>• Students look for patterns</li> <li>• Students construct viable arguments and critique others</li> </ul>	<p><b>50–75% Conceptual Teaching:</b></p> <ul style="list-style-type: none"> <li>• Students make sense of problems and persevere in solving them</li> <li>• Students are encouraged to choose appropriate tools for the task</li> <li>• Students develop and/or use models</li> <li>• Students plan and carry out investigations</li> <li>• Students look for patterns</li> <li>• Students construct viable arguments and critique others</li> </ul>	<p><b>75–100% Conceptual Teaching:</b></p> <ul style="list-style-type: none"> <li>• Students make sense of problems and persevere in solving them</li> <li>• Students are encouraged to choose appropriate tools for the task</li> <li>• Students develop and/or use models</li> <li>• Students plan and carry out investigations</li> <li>• Students look for patterns</li> <li>• Students construct viable arguments and critique others</li> </ul>	[1 to 8]
<b>CROSS-CURRICULAR TECHNOLOGY</b>	<p><b>0–20% Activities:</b></p> <ul style="list-style-type: none"> <li>• Use models and simulations to explore complex systems or issues in real world context</li> <li>• Apply digital tools to gather, evaluate, and use information</li> <li>• Use digital media to communicate and work collaboratively</li> <li>• Facilitates digital citizenship</li> <li>• Only one subject taught at a time</li> </ul>	<p><b>20–50% Activities:</b></p> <ul style="list-style-type: none"> <li>• Use models and simulations to explore complex systems or issues in real world context</li> <li>• Apply digital tools to gather, evaluate, and use information</li> <li>• Use digital media to communicate and work collaboratively</li> <li>• Facilitates digital citizenship</li> <li>• Incorporates science and math in same task</li> </ul>	<p><b>50–75% Activities:</b></p> <ul style="list-style-type: none"> <li>• Use models and simulations to explore complex systems or issues in real world context</li> <li>• Apply digital tools to gather, evaluate, and use information</li> <li>• Use digital media to communicate and work collaboratively</li> <li>• Facilitates digital citizenship</li> <li>• Incorporates science and math in same task</li> </ul>	<p><b>75–100% Activities:</b></p> <ul style="list-style-type: none"> <li>• Use models and simulations to explore complex systems or issues in real world context</li> <li>• Apply digital tools to gather, evaluate, and use information</li> <li>• Use digital media to communicate and work collaboratively</li> <li>• Facilitates digital citizenship</li> <li>• Incorporates science and math in same task</li> </ul>	[1 to 8]
					<b>Total</b>