

Criterion Feedback – Criterion 1c

Criterion	Score Point	
1c	1.00	Identify the ways in which you involve all your students in establishing classroom rules and procedures, showing consideration of their voice in decisions that are made. Identify the ways in which your students contribute to a safe, respectful and productive classroom learning environment, showing their voice in a variety of appropriate activities. Clearly describe the structures you have in place to offer feedback to all students. Show how your feedback helps promote an equitable and inclusive classroom environment. Identify various ways you determine how well your students understand the feedback they are given. Describe how the students use the feedback you provide. Make sure that for each of the points in this criterion, you clearly connect artifacts to your descriptions.

Criterion	Score Point	
1c	1.50	Evidence should be more varied and should more clearly show that there is an opportunity for all students to be involved in having a voice in classroom rules and procedures; are contributing to a safe, respectful, and productive learning environment; receive feedback; and show understanding and use of that feedback. The evidence provided needs to show more consistency and frequency and be connected to the students. Artifacts must more clearly connect to your descriptions and be more student generated.

Criterion	Score Point	
1c	2.00	There is evidence that students are occasionally involved in establishing classroom procedures and rules. The artifacts that are submitted may not show a clear connection between the establishment of the procedures/rules and all the students. There is some evidence, including artifacts, that students are involved in contributing to a positive learning environment. There is some evidence that feedback is given to the students on an occasional basis. However, the feedback is not necessarily given to all students. There is some evidence that suggests the feedback is connected to the creation of an equitable and inclusive learning environment. Evidence shows some ways used to determine student understanding of feedback. Providing more variety of methods might have made this response stronger. There is some evidence that the students used the feedback. Submitted artifacts tend to be more teacher produced rather than student produced or not totally connected to the description.

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1c	2.50	<p>There is some evidence that students have a voice and are involved in establishing classroom norms; but there may be limited involvement or opportunities for all of the students. The description and artifacts that are submitted need to clearly speak of the connection between the establishment of the procedures/rules and that voice of the students.</p> <p>There is some evidence that structures are in place to provide feedback to the students; but this feedback possibly needs to be more robust, equitable, inclusive, and/or consistent for all students. More details may be needed to explain the ways used to determine the students' understanding of feedback and what that understanding looked like.</p> <p>There needs to be explicit description of how that understanding of their feedback was applied. Providing more variety with the methods might have made this response stronger. Submitted artifacts may need to represent more of what the student understands or does.</p>

Criterion	Score Point	
1c	3.00	<p>There is evidence that students clearly are involved in establishing classroom procedures and rules; but evidence that students are consistently involved and artifacts that provide more evidence of student voice might have made this response stronger. Evidence shows students are clearly involved in contributing to a positive learning environment.</p> <p>Multiple occurrences of evidence reflecting that involvement might have made this response stronger. There is evidence that clearly shows a variety of feedback methods offered to all students to the create an equitable and inclusive learning environment. More detail or opportunities to show that connection of feedback to the promotion of an equitable and inclusive learning environment might have made this a stronger response.</p> <p>Evidence shows a variety of ways used to determine student understanding and use of feedback. Submitted artifacts clearly reinforce the description of student understanding or use of feedback. More consistent evidence of the use of feedback by students might have made this a stronger response.</p>

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1c	3.50	There is evidence that students clearly are involved in establishing classroom procedures and rules. A more thorough or consistent description of the evidence that shows all students are involved in establishing classroom rules and procedures and artifacts that provides strong evidence of student voice might have made this response even stronger. Evidence shows students are clearly involved in contributing to a positive learning environment. There is evidence that clearly shows a variety of feedback methods were offered to all students to the create an equitable and inclusive learning environment. More detail in explaining the appropriateness of this feedback or the structures needed to set up this feedback; or a thorough and consistent connection of this feedback to all students may have made this a stronger response. Evidence (description and artifacts) shows a variety of ways used to determine student understanding and use of feedback. Submitted artifacts clearly reinforce the result of student understanding or use of feedback. More variety or explicit description in the evidence/artifacts depicting the use of feedback by students might have made this an even stronger response.

Criterion	Score Point	
1c	4.00	There is evidence that students are consistently involved in establishing classroom procedures and rules. There is thorough evidence of a connection between the artifacts submitted and the description of student involvement in the classroom environment. Evidence shows students are consistently involved in contributing to a positive learning environment. There is thorough evidence of a connection between the artifacts submitted and the description of consistent student involvement in the classroom learning environment. There is evidence that consistently shows a strong variety of feedback methods offered to all students in the classroom. Evidence also shows a tight connection of the feedback to the creation of an equitable and inclusive learning environment. Evidence shows insightful ways of supporting student understanding and use of feedback. Submitted artifacts thoroughly reinforce the description of student understanding and use of feedback.