

Support Room Rubric

Indicators	3	2	1
Progress Monitoring	<p>Scholars are actively progress monitoring by analyzing grades and tracking assignment completion.</p> <p>Data is collected regularly by staff to differentiate and inform.</p>	<p>Staff are prompting scholars to monitor their progress by analyzing grades and tracking assignment completion.</p> <p>Data is collected intermittently by staff.</p>	<p>Scholars nor staff are progress monitoring and/or assignment tracking.</p> <p>Data is not collected by staff.</p>
Small Group or Individual Instruction	<p>Staff initiate and lead small group review sessions or individual instruction</p>	<p>Staff are prompted by Support Room Managers to engage in small group review sessions or individual instruction</p>	<p>Staff are not initiating to lead a small group review session or work with an individual scholar</p>
Engagement	<p>Scholars are engaged by advocating for themselves, and are allowed choice when prioritizing their tasks.</p>	<p>Scholars require prompting from staff to advocate and prioritize their tasks. Scholars require frequent reminders to work.</p>	<p>Scholars and staff have a lot of “downtime.”</p>
Communication	<p>Evidence of direct communication between support room teachers and content teachers/special education teachers/counselors. (i.e. manipulatives, models, supplemental work are created and used to meet learning standards)</p>	<p>Staff is aware of what homework should be completed. Scholars are engaged in homework that supports their progress in content classes.</p>	<p>Scholars and staff are not sure of the most recent assignments from content classes or the weight of those assignments.</p>