Explicit instruction rubric

For context around the creation and purpose of our rubrics, please visit the AERO website.
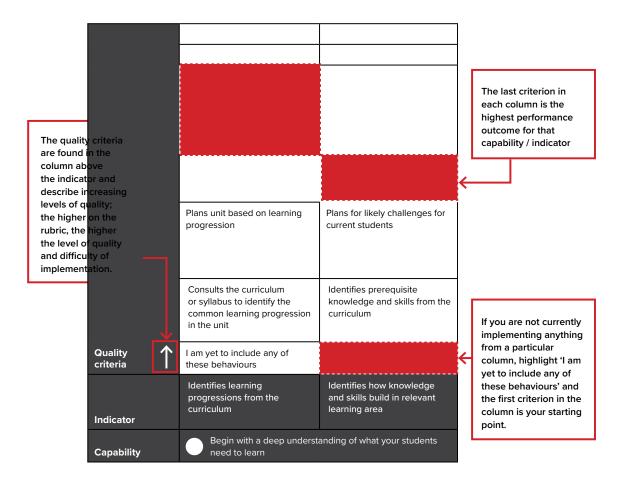
Already familiar with the instructions?

How to use this rubric

Our rubrics outline a set of capabilities to do with an evidence-based practice, and consist of 3 elements: capabilities, indicators and quality criteria. All of the capabilities are drawn from AERO's Tried and Tested guides on formative assessment and explicit instruction. For each broad capability (along the bottom), there are some indicators just above them that specify different ways the capability is demonstrated. Then, for each indicator there are a set of quality criteria that describe different levels of how well that indicator is being implemented.

Where to start

This rubric focuses on the evidence-based practices of explicit instruction and requires you to work upwards — like climbing a ladder.

1. Focus on one capability at a time. Read your chosen capability and choose an indicator you would like to work through the criteria for. The criteria describe increasing levels of quality; the higher on the rubric, the higher the level of quality and difficulty of implementation.

2. Start at the bottom criterion for the capability you have chosen to work through. If you are able to demonstrate the first criterion, highlight it and continue to move upwards in the same column and read the next criterion. Keep moving upwards in the same column and highlighting each criterion that matches your current practice. When you reach a criterion that does not yet match your current practice, do not highlight it. This criterion (above the one(s) you have highlighted) outlines the behaviours or activities that you can focus on to further develop your skills and confidence in implementing this evidence-based practice. Similarly, if you are using the rubric to observe the practice of a colleague, the criterion directly above your marked observation level should be considered the next step in their skill progression. You can revisit the rubrics at any time, and aim to mark off each higher criterion as you become more skilled and confident in your practice.

3. If you are not currently implementing anything from a particular column, highlight 'I am yet to include any of these behaviours'. From there, the first criterion in the column is your starting point.

The quality criteria are found in the column above the indicator and describe increasing levels of quality; the higher on the rubric, the higher the level of quality and difficulty of implementation.

The last criterion in each column is the highest performance outcome for that capability / indicator

If you are not currently implementing anything from a particular column, highlight 'I am yet to include any of these behaviours' and the first criterion in the column is your starting point.

	Plans unit based on learning progression	Plans for likely challenges for current students
	Consults the curriculum or syllabus to identify the common learning progression in the unit	Identifies prerequisite knowledge and skills from the curriculum
Quality criteria	I am yet to include any of these behaviours	
Indicator	Identifies learning progressions from the curriculum	Identifies how knowledge and skills build in relevant learning area
Capability	⬤ Begin with a deep understanding of what your students need to learn	

Why are there gaps in the rubric?

The criteria across one row of the rubric are all aligned at the same level of difficulty. Within one column, there may be a gap between one criterion and the next. This suggests that the next criterion is significantly more difficult to implement than the previous one. The gaps in the rubric arise because of a pair-wise comparison, which is the process of comparing one criterion with another to determine their comparative level of difficulty. The same process is repeated with all the criteria in the rubric, shifting criteria up or down the rubric as required.

Ways you can use this rubric

Individual reflection

- Reflect on and assess how well you are implementing certain teaching practices and identify clear and actionable next steps to enhance your practice.
- Use them as a tool to record evidence of what you're doing, your strengths and weaknesses, and what your goals are towards improving your evidence-based practice.

Collaboration with colleagues

- Ask a colleague to record their observations of your practice and record where you're up to on the rubric.
- Use them as a tool to guide feedback cycles and professional development conversations. For example, as a team, discuss approaches for implementing the next criteria up.

As a school leader

- The rubrics allow you to provide targeted and specific feedback about what teachers can do to improve their practice
- Use them to record evidence, reflect on, and plan for whole-school improvement and reporting.

Explicit instruction rubric

Read the capability and the related criteria. For each capability, identify which criterion best describes your current practice.

Quality criteria ↑

Identifies learning progressions from the curriculum	Identifies how knowledge and skills build	Chunks learning	Sets learning objectives	Sets success criteria	Communicates learning objectives and success criteria	Uses worked examples	Provides scaffolding when needed	Removes scaffolding as needed	Provides opportunities for independent practice	Interacts with students during practice
Anticipates critical points within the learning progression when formatively assessing student learning is most important							Provides additional support that ensures students are optimally challenged in their learning			Provides immediate feedback that does not reduce cognitive demand
	Identifies likely challenges and common misconceptions	Sequences chunked tasks based on the learning progression and evidence of what students already know and are able to do			Refers to learning objectives and success criteria throughout the lesson, particularly when achieved	Sequences multiple worked examples to gradually introduce different elements of the task or alternative ways of completing it		Gradually removes scaffolding based on evidence of student learning	Sequences opportunities for independent practice to gradually deepen students' understanding of what they have learned	
Plans unit based on learning progression		Sequences chunked tasks based on the learning progression	Tailors learning objectives from the curriculum for the whole class based on what students already know and are able to do	Sets clear success criteria and stretch goals for the whole class	Develops student understanding of learning objectives and success criteria		Provides additional support based on evidence of what students already know and are able to do			
Consults the curriculum to identify the common learning progression for the target knowledge and skills	Identifies prerequisite knowledge and skills from the curriculum	Chunks learning into small, manageable tasks	Sets learning objectives from the curriculum for the whole class	Sets clear success criteria for the whole class	Shares learning objectives and success criteria for students	Walks students through all required steps for completing the task using worked examples	Explains knowledge and skills needed to complete the task	Presents some worked examples with removed steps	Provides opportunities for independent practice	Provides immediate feedback to students as they practise
I am yet to include any of these behaviours in my explicit instruction practice	I am yet to include any of these behaviours in my explicit instruction practice	I am yet to include any of these behaviours in my explicit instruction practice	I am yet to include any of these behaviours in my explicit instruction practice	I am yet to include any of these behaviours in my explicit instruction practice	I am yet to include any of these behaviours in my explicit instruction practice	I am yet to include any of these behaviours in my explicit instruction practice	I am yet to include any of these behaviours in my explicit instruction practice	I am yet to include any of these behaviours in my explicit instruction practice	I am yet to include any of these behaviours in my explicit instruction practice	I am yet to include any of these behaviours in my explicit instruction practice

Indicator

| Identifies learning progressions from the curriculum | Identifies how knowledge and skills build | Chunks learning | Sets learning objectives | Sets success criteria | Communicates learning objectives and success criteria | Uses worked examples | Provides scaffolding when needed | Removes scaffolding as needed | Provides opportunities for independent practice | Interacts with students during practice |

Capability

1 Breaks down complex skills and knowledge into smaller instructional tasks	2 Sets clear and measurable learning objectives and success criteria	3 Uses worked examples to demonstrate what students need to learn	4 Provides opportunities for students to practise what they have learned

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