TRU Framework Rubric

Dimension	0	1	2	3	4	5
Math Fluency Do Now	No implementation.	Poor execution: Unclear instructions and no follow-up.	Inconsistent delivery: Limited monitoring and feedback.	Basic execution: Clear instructions, minimal feedback.	Effective implementation: Consistent monitoring and feedback.	Executed with excellence: Flawless facilitation and feedback.
Lesson Objective & 8 Mathematical Practices	Not communicated.	Poor communication: Vague mention without connection.	Inconsistent communication: Unclear or inconsistent references.	Basic communication: Stated objective, minimal connection.	Effective communication: Clear connections to lesson content.	Executed with excellence: Seamless integration throughout.
The Content (TRU Framework)	No content focus.	Minimal content engagement: Superficial coverage.	Basic content coverage: Limited depth or coherence.	Adequate content delivery: Solid coverage, some connections.	Strong content focus: Depth and connections clearly made.	Executed with excellence: Rich connections and deep engagement.
Cognitive Demand (TRU Framework)	No cognitive demand.	Low cognitive demand: Minimal thinking or reasoning.	Basic cognitive demand: Procedural with limited engagement.	Moderate cognitive demand: Some reasoning and problem-solving.	High cognitive demand: Complex reasoning maintained.	Executed with excellence: Deep, sustained cognitive engagement.
Equitable Access to Content (TRU Framework)	No access.	Limited access: Minimal differentiation or support.	Basic access: Limited differentiation, some students struggle.	Moderate access: Some differentiation, not all students included.	High access: Almost all students engaged, strong differentiation.	Executed with excellence: Inclusive approach for all students.

Agency, Ownership, and Identity (TRU Framework)	No encouragement.	Minimal encouragement: Few opportunities for ownership.	Basic encouragement: Limited ownership and identity development.	Moderate encouragement: Several opportunities for engagement.	High encouragement: Strong sense of ownership and identity.	Executed with excellence: Empowered student participation.
Formative Assessment (TRU Framework)	No formative assessment.	Minimal formative assessment: Superficial checks for understanding.	Basic formative assessment: Limited use of data to inform instruction.	Moderate formative assessment: Some adjustments based on understanding.	Effective formative assessment: Regular checks and feedback.	Executed with excellence: Continuous assessment and dynamic adjustment.
Use of Manipulatives	No use of manipulatives.	Ineffective use: No clear connection to lesson objectives.	Basic use: Superficial connection, limited enhancement.	Moderate use: Effective for engagement, some conceptual support.	Effective use: Strong connections, deepens understanding.	Executed with excellence: Enhances relevance and conceptual understanding.
Parental Communication	No communication.	Minimal communication: Infrequent or insufficient detail.	Basic communication: Inconsistent, lacks depth.	Moderate communication: Regular, but some gaps.	Effective communication: Clear, detailed, and timely.	Executed with excellence: Comprehensive, multi-channel communication.
Small Group Instruction & Utilization of TAs/Paras	No small group instruction or use of TAs/Paras.	Ineffective use: Disorganized or no clear objectives.	Basic use: Limited differentiation or minimal TA/Para involvement.	Moderate use: Effective organization, some involvement.	Effective use: Targeted support, clear roles for TAs/Paras.	Executed with excellence: Fully integrated, maximizes support.