

**Rubric** : La

The rubric below describes the different levels of performance for **Creating an Environment of Respect and Rapport**.

**Applying the Framework**

Use this rubric to interpret the relevant evidence you find and determine the appropriate level of performance for this component.

**Examine the Rubric**

Review each level of performance.

Identify the words that differentiate each level. (You may find it helpful to print out a copy of the rubric and highlight the terms that you think most distinguish one level from another.)

Click on *Reveal Highlights* to compare your answers with those of an expert.

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Level **4** Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result of interactions is that of connections with students as individuals.

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Level **3** Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but business-like.

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Level **2** Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral: conveying neither warmth nor conflict.

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Level **1** Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.

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