

IMPLEMENTATION RUBRIC

DATA-DRIVEN INSTRUCTION & ASSESSMENT

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The rubric is intended to be used to assess the present state of data-driven instruction and assessment in a school. The rubric specifically targets interim assessments and the key drivers leading to increased student achievement.

4 = Exemplary Implementation 3 = Proficient Implementation 2 = Beginning Implementation 1 = No Implementation

DATA-DRIVEN CULTURE		
1. Highly active Leadership Team: facilitate teacher-leader data analysis meetings after each interim assessment and maintain focus on the process throughout the year		/4
2. Introductory Professional Development: teachers and leaders are effectively introduced to data-driven instruction—they understand how interim assessments define rigor and experience the process of adapting instruction based on what students did/did not learn		/4
3. Implementation Calendar: Begin school year with a detailed calendar that includes time for assessment creation/adaptation, implementation, analysis, planning meetings, and re-teaching (flexible enough to accommodate district changes/mandates)		/4
4. Ongoing Professional Development: PD calendar is aligned with data-driven instructional plan: includes modeling assessment analysis/action planning and is flexible to adapt to student learning needs		/4
5. Build by Borrowing: Identify and implement best practices from high-achieving teachers & schools: visit schools/classrooms, share resources, disseminate good strategies		/4
ASSESSMENTS	Lit.	Math
1. Common Interim Assessments 4-5 times/year	/4	/4
2. Transparent: teachers see the assessments at the beginning of each cycle	/4	/4
3. Define the standards: aligned to the state test and college-ready expectations	/4	/4
4. Aligned to instructional sequence of clearly defined grade level/content expectations	/4	/4
5. Re-Assess previous standards	/4	/4
ANALYSIS		
1. Immediate turnaround of assessment results (ideally 48hrs)		/4
2. User-friendly, succinct data reports include: item-level analysis, standards-level analysis & bottom line results		/4
3. Teacher-owned analysis		/4
4. Test-in-hand analysis between teacher(s) & instructional leader		/4
5. Deep: moves beyond “what” students got wrong and answers “why” they got it wrong		/4
ACTION		
1. Collaboratively plan new lessons based on data analysis		/4
2. Implement explicit teacher action plans in whole-class instruction, small groups, tutorials, projects, and homework		/4
3. Ongoing assessment: utilize in-the-moment checks for understanding and in-class assessment to ensure student progress between interim assessments		/4
4. Accountability: instructional leaders review lesson/unit plans and give observation feedback driven by the action plan and student learning needs		/4
5. Engaged Students know the end goal, how they did, and what actions they are taking to improve		/4

TOTAL: ___/100

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