

# IMPLEMENTATION OF CLI MODEL RUBRIC

## Rubric for CCC (Governance)

	<b>Established</b>	<b>Progressing</b>	<b>Emergent – Needs Attention</b>
<b>CCC Meetings</b>	<ul style="list-style-type: none"> <li>Meeting schedule for entire year is sent to members and made available to everyone else at beginning of school year</li> <li>Meetings consistently start and end on time</li> <li>Agendas are created with input from CCC members and other staff and are provided in advance</li> <li>Participants attend meetings regularly, are prepared for discussions on the agenda, and discussions are professional and productive</li> </ul>	<ul style="list-style-type: none"> <li>Meeting schedule for entire year is available at beginning of school year</li> <li>Meetings usually start and end on time</li> <li>Agendas are provided at the meeting site at the time of the meeting and are usually collaboratively developed</li> <li>Usually all members attend and most are prepared for productive discussions on the agenda</li> </ul>	<ul style="list-style-type: none"> <li>Meeting scheduled is shared with members in advance of each meeting</li> <li>Members are not assured of starting and ending on time</li> <li>Agendas are provided but are not collaboratively developed</li> <li>Attendance is sporadic and preparation is lacking due to not knowing topics of discussion</li> </ul>
<b>Decision Making</b>	<ul style="list-style-type: none"> <li>Decisions are consistently timely and reached by consensus</li> <li>Decisions are based on the district mission and current research after study</li> <li>Local data are used for decision making whenever possible</li> </ul>	<ul style="list-style-type: none"> <li>Decisions are usually timely and reached by consensus</li> <li>Decisions are based on the district mission and discussions but are not always based on research</li> <li>Local data are sometimes used for decision making</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Decisions often are hasty or delayed, and frequently are by vote rather than consensus</li> <li>Decisions are sometimes made without reference to data, research or the District Mission</li> </ul>
<b>Long Range Plan</b>	<p>Plan meets four criteria:</p> <ul style="list-style-type: none"> <li>is complete for 7 – 10 years in advance</li> <li>is reviewed annually for possible revision</li> <li>correlates with State schedules for curriculum and resource revisions</li> <li>addresses need demonstrated by local data</li> </ul>	<p>Plan meets first three criteria:</p> <ul style="list-style-type: none"> <li>is complete for 7 – 10 years in advance</li> <li>is reviewed annually for possible revision</li> <li>correlates with State schedules for curriculum and resource revisions</li> </ul>	<p>Plan meets <i>one or two</i> of the first three criteria</p> <ul style="list-style-type: none"> <li>is complete for 7 – 10 years in advance, or</li> <li>is reviewed annually for possible revision, or</li> <li>correlates with State schedules for curriculum and resource revisions</li> </ul>

## Rubric for CCC (Governance) cont'd

<p><b>Communication</b></p>	<ul style="list-style-type: none"> <li>• Collection of input and delivery of responses consistently follows established protocol</li> <li>• Response to concerns is clear and timely</li> <li>• Common vocabulary is consistently used when referring to procedures and curriculum</li> <li>• Communication is available in writing as well as delivered in person</li> <li>• Decisions are communicated to different audiences in same timeframe/same language</li> </ul>	<ul style="list-style-type: none"> <li>• Collection of input and delivery of responses usually follows established protocol</li> <li>• Response to concerns is clear <i>or</i> timely, but not both</li> <li>• Common vocabulary is usually used when referring to procedures and curriculum</li> <li>• Communication is available in writing or delivered in person but not always both</li> <li>• Decisions are communicated to different audiences but often at different times or with different language</li> </ul>	<ul style="list-style-type: none"> <li>• Protocol for collection of input and delivery of responses is unclear or is not followed</li> <li>• Response to concerns is neither clear nor timely</li> <li>• Common vocabulary is not used when referring to procedures and curriculum</li> <li>• Communication is often lacking or is incomplete</li> <li>• Decisions are communicated differently to different audiences</li> </ul>
<p><b>Mastery Definition</b></p>	<p>Definition meets three criteria:</p> <ul style="list-style-type: none"> <li>• is clear and applicable to the classroom,</li> <li>• is aligned to teaching to outcomes, and</li> <li>• is shared with all district personnel</li> </ul>	<p>Definition meets two of three criteria:</p> <ul style="list-style-type: none"> <li>• is clear and applicable to the classroom,</li> <li>• is aligned to teaching to outcomes, and</li> </ul> <p>is shared with all district personnel</p>	<ul style="list-style-type: none"> <li>• Mastery definition is not clear and not well communicated to staff so that it can be used in the classroom</li> </ul>
<p><b>Grading Policy</b></p>	<p>Grading policy:</p> <ul style="list-style-type: none"> <li>• is aligned with teaching to outcomes and reflects mastery definition</li> <li>• mandates that achievement grades reflect student learning of outcomes, only</li> <li>• has been shared with appropriate, effective staff development</li> <li>• is communicated to students and parents</li> <li>• is part of ongoing conversations</li> <li>• All staff use the grading policy and can communicate effectively about their particular procedures to reflect the policy</li> </ul> <p>New staff is trained to use the approved grading policy</p>	<p>Grading policy:</p> <ul style="list-style-type: none"> <li>• is aligned with teaching to outcomes and reflects mastery definition</li> <li>• mandates that achievement grades reflect student learning of outcomes, only</li> <li>• has been explained to staff</li> <li>• is communicated to students and parents</li> <li>• is part of ongoing conversations</li> </ul> <p>Most staff members use the grading policy</p>	<p>Grading policy:</p> <ul style="list-style-type: none"> <li>• is aligned with teaching to outcomes and reflects mastery definition</li> <li>• suggests that achievement grades reflect student learning of outcomes, only</li> <li>• has been presented to staff</li> <li>• is available to students and parents</li> <li>• There is little or no discussion of grading policy after it is presented</li> <li>• Use of the grading policy by teaching staff is not uniform or monitored</li> </ul>

## Rubric for CCC (Governance) cont'd

<p><b>Extended Learning Opportunities</b></p>	<ul style="list-style-type: none"> <li>• Opportunities are provided for remediation and enrichment within and outside of the regular school day and classroom</li> <li>• Interventions are targeted to outcomes assigned to course/grade level</li> </ul> <p>Assignment of students to Extended Learning Opportunities is made through uniform use of data</p>	<ul style="list-style-type: none"> <li>• Complete plans for Extended Learning Opportunities have not been developed, but ongoing discussions are held to identify opportunities</li> </ul> <p>Interventions are targeted to outcomes assigned to course/grade level</p>	<p>Interventions and learning opportunities have not been developed but are part of on-going discussions</p>
<p><b>Monitoring</b></p>	<ul style="list-style-type: none"> <li>• Teachers, building administrators, and district personnel consistently track and report outcomes taught</li> <li>• Teachers, building administrators, and district personnel consistently track and report assessment results</li> <li>• Data are analyzed to determine progress of implementation and success of student learning and that analysis is shared and discussed</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers, building administrators, and district personnel consistently track and report outcomes taught and assessment results, but do not often analyze and/or share data</li> </ul>	<ul style="list-style-type: none"> <li>• There is no consistent tracking or reporting of outcomes taught or assessments given at the classroom, building, or district level, nor are data analyzed or shared.</li> </ul>
<p><b>Ongoing professional development</b></p>	<ul style="list-style-type: none"> <li>• CCC members participate in continued study of current research and trends</li> <li>• Members remain current on political climate for education issues and discuss them in meetings</li> </ul>	<ul style="list-style-type: none"> <li>• CCC members participate in brief discussions of current research and trends</li> <li>• Members are given summaries of current education issues</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• CCC members are informed about current research and trends</li> <li>• Current education issues are rarely identified or discussed</li> <li>•</li> </ul>

## Rubric for SACs (Development of Curriculum and Assessment)

	<b>Established</b>	<b>Progressing</b>	<b>Emergent – Needs Attention</b>
<b>Composition of SAC</b>	<ul style="list-style-type: none"> <li>Representation is balanced for grades/courses or grade ranges</li> <li>Representation is sufficient to accomplish task in timely manner</li> <li>Representation includes strong teachers in the target subject</li> </ul>	<ul style="list-style-type: none"> <li>Representation is balanced for grades/courses or grade ranges</li> <li>Representation is sufficient to accomplish task in timely manner</li> </ul>	Attempts are made at representation by grade level or course but sometimes is not accomplished
<b>Curriculum Alignment to External Standards</b>	<ul style="list-style-type: none"> <li>Alignment to state standards is clear and documented consistently within all curriculums</li> <li>Alignment includes acknowledgement of relevant national standards</li> </ul>	<ul style="list-style-type: none"> <li>Alignment to state standards is clear and documented in all curriculums, but not in consistent manner</li> <li>National standards may be looked at, but not considered for alignment</li> </ul>	Alignment to state standards is documented only in the four core subjects, and may or may not be done consistently
<b>Use of Internal Information</b>	<ul style="list-style-type: none"> <li>Teacher survey information is organized and studied for identifying problems and making decisions</li> <li>Interviews are conducted for clarifying questions and input is used in preparation of document</li> <li>District specialists are consulted when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Teacher survey information is organized and studied for identifying problems and making decisions</li> <li>District specialists are consulted when appropriate</li> </ul>	Teacher survey information is organized and studied for identifying problems and making decisions
<b>Rigor of Curriculum</b>	<ul style="list-style-type: none"> <li>Verbs in all outcomes require higher order thinking skills</li> <li>Verbs in components include multiple levels of thinking skills</li> <li>Verbs in curriculum are measurable and allow for valid assessments</li> <li>Curriculum has depth and breadth to produce quality student achievement at acceptable level</li> <li>Curriculum shows continuous growth of skills and content knowledge over time</li> </ul>	<ul style="list-style-type: none"> <li>Verbs in most outcomes require higher order thinking skills</li> <li>Verbs in components include at least two levels of thinking skills</li> <li>Most verbs in curriculum are measurable</li> <li>Curriculum is sufficient to produce student achievement at acceptable level but could include more depth or breadth</li> <li>Curriculum shows continuous growth of skills and content knowledge over time</li> </ul>	<ul style="list-style-type: none"> <li>Verbs in some outcomes require higher order thinking skills</li> <li>At least one component requires higher thinking skills</li> <li>Most verbs in curriculum are measurable but may be open to interpretation</li> </ul>

## Rubric for SACs (Development of Curriculum and Assessment) cont'd.

	<b>Established</b>	<b>Progressing</b>	<b>Emergent – Needs Attention</b>
<b>Scope of curriculum</b>	<ul style="list-style-type: none"> <li>• Scope is appropriate to each grade level's time allotment</li> <li>• Scope of skills and content is sufficient for each strand of standards</li> </ul>	<ul style="list-style-type: none"> <li>• Scope is appropriate to most grade levels' time allotments</li> <li>• Scope of skills and content is sufficient for most strands of standards</li> </ul>	<ul style="list-style-type: none"> <li>• Scope is appropriate to some grade levels' time allotments</li> <li>• Scope of skills and content includes something from each strand of standards</li> </ul>
<b>Communication from SAC to CCC</b>	<ul style="list-style-type: none"> <li>• Regular progress reports to CCC during writing process, including major changes needed or concerns of staff</li> <li>• Documents are provided to CCC with adequate lead time for study before recommendation is needed</li> </ul>	<ul style="list-style-type: none"> <li>• Regular progress reports to CCC during writing process</li> <li>• Documents are provided to CCC for recommendation for adoption</li> </ul>	Documents are provided to CCC recommendation for adoption
<b>SAC Communication to Staff</b>	<ul style="list-style-type: none"> <li>• SAC receives input from staff, makes decisions and then responds to concerns and questions in a timely fashion</li> <li>• SAC plans and coordinates with CCC training, implementation expectations, and timelines</li> <li>• SAC facilitates availability of a complete curriculum to staff in a clear and timely manner</li> </ul>	<ul style="list-style-type: none"> <li>• SAC receives input from staff, makes decisions, and usually responds in a timely fashion</li> <li>• SAC plans and coordinates with CCC training and implementation expectations</li> <li>• SAC makes curriculum available but instructions may be incomplete or not timely</li> </ul>	<ul style="list-style-type: none"> <li>• SAC receives input from staff and makes decisions</li> <li>• SAC requests training and information about implementation expectations and timelines</li> <li>• SAC does not communicate to staff how to obtain curriculum</li> </ul>
<b>Common Assessment Development</b>	<ul style="list-style-type: none"> <li>• SAC receives training on assessment development</li> <li>• SAC gathers information from teachers regarding assessments used during implementation</li> <li>• SAC creates aligned assessments, administrative guidelines, answer keys and rubrics for all curriculum outcomes</li> <li>• SAC assures assessments are varied in type and include selected response, constructed response, and products or performances as appropriate to outcome verbs</li> <li>• SAC provides for validation of assessments</li> </ul>	<ul style="list-style-type: none"> <li>• SAC receives training on assessment development</li> <li>• SAC creates aligned assessments, administrative guidelines, answer keys and rubrics for all curriculum outcomes</li> <li>• SAC assures there are at least two types of assessment</li> </ul>	<ul style="list-style-type: none"> <li>• SAC receives training on assessment development</li> <li>• SAC creates some samples of aligned assessments, with answer keys and rubrics</li> </ul>

## Rubric for Building-level Administrators (Implementation of Curriculum)

	<b>Established</b>	<b>Progressing</b>	<b>Emergent – Needs Attention</b>
<b>Timelines</b>	<ul style="list-style-type: none"> <li>• Timelines take other teacher requirements into consideration and allow teachers sufficient time to comply</li> <li>• Timelines are communicated clearly and more than once</li> </ul>	<ul style="list-style-type: none"> <li>• Timelines usually allow teachers sufficient time to comply</li> <li>• Timelines are communicated</li> </ul>	<ul style="list-style-type: none"> <li>• Timelines are haphazard</li> <li>• Timelines are not consistently communicated</li> </ul>
<b>Expectations</b>	<ul style="list-style-type: none"> <li>• Requirements for pacing guides, implementation resource plan, and validation feedback are clear and consistently communicated</li> <li>• Completion of pacing guides, implementation resource plans, and validation forms is consistently tracked</li> <li>• Expectations for completion of the teacher’s own assessments are clear and are consistently tracked</li> <li>• Required forms are provided in a timely manner for meeting expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Requirements for pacing guides, implementation resource plan, and validation feedback are communicated</li> <li>• Completion of pacing guides, implementation resource plans, and validation forms is usually tracked</li> <li>• Expectations for completion of the teacher’s own assessments are clear and are usually tracked</li> <li>• Required forms are provided for meeting expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Requirements are communicated for pacing guides, implementation resource plan, or validation feedback, but not for all</li> <li>• Completion of pacing guides, implementation resource plans, and validation forms is not tracked</li> <li>• Expectations for completion of the teacher’s own assessments are clear but not tracked</li> <li>• Required forms are not always provided for meeting expectations</li> </ul>
<b>Support Provided</b>	<ul style="list-style-type: none"> <li>• Research or rationale for decisions is provided</li> <li>• Resource support is provided as soon as is reasonable</li> <li>• Effective staff development is provided as soon as possible</li> </ul>	<ul style="list-style-type: none"> <li>• Research or rationale for decisions is provided</li> <li>• Resource support is provided as soon as is reasonable</li> <li>• Effective staff development is usually provided in a timely manner</li> </ul>	<p>Resource support is provided as soon as is reasonable Staff development may be delayed</p>

## Rubric for Building-level Administrators (Implementation of Common Assessments and Use of Data)

	<b>Established</b>	<b>Progressing</b>	<b>Emergent – Needs Attention</b>
<b>Common Assessment Implementation</b>	<ul style="list-style-type: none"> <li>In the first year of implementation for a subject, teachers receive all common assessments and related pieces in a timely manner and have opportunity for questions or discussion</li> <li>A master copy of common assessments and related pieces is kept by building and/or district administrator</li> <li>Teachers keep their copies of common assessments and related pieces in a secure location</li> <li>Building administrator keeps track of when common assessments are administered, and notes degree of class or grade level success</li> <li>Common assessments are not sent home with students</li> </ul>	<ul style="list-style-type: none"> <li>In the first year of implementation for a subject, teachers receive all common assessments and related pieces in a timely manner</li> <li>Teachers keep their copies of common assessments and related pieces in a secure location</li> <li>Building administrator occasionally checks on administration of common assessments</li> <li>Common assessments are not sent home with students</li> </ul>	<ul style="list-style-type: none"> <li>In the first year of implementation for a subject, teachers are uncertain when they will receive common assessments and related pieces</li> <li>There are no guidelines about where teachers keep their copies of common assessments and related pieces</li> <li>Building administrator rarely or never checks on administration of common assessments</li> <li>Some teachers send home common assessments; some do not</li> </ul>
<b>Use of Assessment Data</b>	<ul style="list-style-type: none"> <li>Collection method for assessment data is clear and followed</li> <li>Data are reviewed by teacher and administrator teams applying a prescribed protocol and used to <i>improve assessments</i></li> <li>Data are consistently reviewed by teachers and administrators using a prescribed protocol and is used to <i>improve instruction in individual classrooms</i></li> <li>Data are consistently reviewed by teachers and administrators using a prescribed protocol and used to <i>plan interventions</i></li> <li>Confidentiality of individual student performance is maintained</li> <li>Data are consistently reviewed by teachers and administrators using a prescribed protocol and are used <i>for district planning of staff development</i></li> </ul>	<ul style="list-style-type: none"> <li>Collection method for assessment data is clear and followed</li> <li>Data are used by assessment teams to <i>improve assessments</i></li> <li>Data are used by teachers to <i>improve instruction in individual classrooms</i></li> <li>Data are used to <i>plan interventions</i></li> <li>Confidentiality of individual student performance is maintained</li> <li>Data are consistently reviewed by teachers and are used to <i>recommend district planning of staff development</i></li> </ul>	<ul style="list-style-type: none"> <li>Collection method for assessment data is clear and followed</li> <li>Confidentiality of individual student performance is maintained</li> </ul>