

Edison Region DRAFT Rubric for Use of CFA(s), USE A POST IT AND MAKE A SUGGESTION/CHANGE RIGHT HERE!!!

|   | Initiating (1)  | Implementing (2)   | Developing (3)   | Sustaining (4)  |
|---|---|--|--|---|
| Assessment                                      | • Common assessment of "my" students  | • Common assessment of "my" students with set proficiency (criteria for success)   | • Common assessment of "our" students with set proficiency (criteria for success)                                | • Common assessment of "our" students with set proficiency (criteria for success)<br>• Aligned to high leverage/need area (see "Effectiveness of CFA" rubric)                                   |
| Formative/Summative                             | • Not formative yet<br>• Summative  | • Not formative yet<br>• Intent was formative, but not used as such<br>• Summative   | • Formative  | • Formative<br>• CCI model utilized (another formative/summative assessment to re-check)  |
| Data  | • Little to no data analyzed as an AC   | • Data is looked at<br>• Surface level analysis  | • Data has been analyzed, and calibrated (utilizing criteria for success)<br>• Timely                            | • Data has been analyzed, and calibrated (utilizing criteria for success)<br>• As close to "real-time" as possible  |
| Discussion                                      | • Little to no discussion regarding data, instruction, or strategies for improvement          | • Discussion connecting data to instructional choices/strategies is informal, individualized and/or reminiscent of a "show and tell" | • Discussion connecting data to instructional choices/strategies occurs<br>• Dependent upon organic conversation | • Discussion and connecting data to instructional choices/strategies occurs, and decisions regarding instructional next steps are made<br>• Identify strengths and gaps<br>• Protocols in place |
| Instruction                                     | • No instructional changes made   | • Instructional change may take place; may change for future (next year, etc.)   | • Minor instructional change<br>• May not be especially timely   | • Instructional practices change towards data supported "Best Practices"<br>• Timely<br>• Planning for single lesson or sequence of lessons for maximum student success.                        |
| Someone in this part of the rubric might say... | • "I gave an assessment our AC agreed upon and felt good about knowing how the students did." | • "I gave a CFA and the results were due to the instruction I provided."   | • "I know that I need to make changes to my instruction because of what I saw from our CFA."                     | • "I am making changes to make to my instruction because of what I learned from our CFA and my AC members' comments about their own instructional choices, and I will assess again."            |

80% is the goal

Other 2's  
85/76  
93/87

96/94  
↓  
you need on top

What there is always a cycle, but lower point

- Didn't come up w/ common data (this isn't too much of a problem...)
- Given the summative since
- Sequencing relative dotting diagram
- Formative (.49) Question/Sequencing (.46)
- Summative (.58) & (.51) why different
- This is only 1/2 our kids → so what happened between - what did reteaching look like?
- WHERE are they understanding wrong - error analysis
- 5 classes common (work together)
- Less funding discrepancies - [need to do Table Mtn 1<sup>ST</sup>]