

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) • Aligned to high leverage/need area (see "Effectiveness of CFA" rubric)
Formative/Summative	• Not formative yet • Summative	• Not formative yet • Intent was formative, but not used as such • Summative	• Formative	• Formative • CCI model utilized (another formative/summative assessment to re-check)
Data	• Little to no data analyzed as an AC	• Data is looked at • Surface level analysis	• Data has been analyzed, and calibrated (utilizing criteria for success) • Timely	• Data has been analyzed, and calibrated (utilizing criteria for success) • 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 • Dependent upon organic conversation	• Discussion and connecting data to instructional choices/strategies occurs, and decisions regarding instructional next steps are made • Identify strengths and gaps • Protocols in place
Instruction	• No instructional changes made	• Instructional change may take place; may change for future (next year, etc.)	• Minor instructional change • May not be especially timely	• Instructional practices change towards data supported "Best Practices" • Timely • 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."

what was criteria for success? NONE

???'s

high leverage?  
graded?

data you complete or not shared

show all data!

only Sean

when did you give this?

what value would there be in grading one together?

- \* 1P - criteria-connection-to-herosism
- 1 = connection, no evidence
- 2 = " attempted "
- 3 = whole thing

this is good if a start

Staci "modified" evidence w/o connection

- \* "most of mine were 2's" - Staci - very showy tell
- \* "Staci if I had 1's, Sean had ..." - very showy tell
- \* After 2nd period - Sean had a lot higher
- \* "what did you do differently?" - Kai
- Kai points out AOTW

good leadership move pause? about CFA to the end

\* Staci: call out middle of the road - evidence is unclear; creating evidence vs citation  
: call out NOT calibrated

Use the (4) Tugui pages!