

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	<ul style="list-style-type: none"> Common assessment of "my" students 	<ul style="list-style-type: none"> Common assessment of "my" students with set proficiency (criteria for success) 	<ul style="list-style-type: none"> Common assessment of "our" students with set proficiency (criteria for success) 	<ul style="list-style-type: none"> Common assessment of "our" students with set proficiency (criteria for success) Aligned to high leverage/need area (see effectiveness of CFA" rubric)
Formative/Summative	<ul style="list-style-type: none"> Not formative yet Summative 	<ul style="list-style-type: none"> Not formative yet Intent was formative, but not used as such Summative 	<ul style="list-style-type: none"> Formative 	<ul style="list-style-type: none"> Formative CCI model utilized (another formative/summative assessment to re-check)
Data	<ul style="list-style-type: none"> Little to no data analyzed as an AC 	<ul style="list-style-type: none"> Data is looked at Surface level analysis 	<ul style="list-style-type: none"> Data has been analyzed, and calibrated (utilizing criteria for success) Timely 	<ul style="list-style-type: none"> Data has been analyzed, and calibrated (utilizing criteria for success) As close to "real-time" as possible
Discussion	<ul style="list-style-type: none"> Little to no discussion regarding data, instruction, or strategies for improvement 	<ul style="list-style-type: none"> Discussion connecting data to instructional choices/strategies is informal, individualized and/or reminiscent of a "show and tell" 	<ul style="list-style-type: none"> Discussion connecting data to instructional choices/strategies occurs Dependent upon organic conversation 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> No instructional changes made 	<ul style="list-style-type: none"> Instructional change may take place; may change for future (next year, etc.) 	<ul style="list-style-type: none"> Minor instructional change May not be especially timely 	<ul style="list-style-type: none"> 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...	<ul style="list-style-type: none"> "I gave an assessment our AC agreed upon and felt good about knowing how the students did." 	<ul style="list-style-type: none"> "I gave a CFA and the results were due to the instruction I provided." 	<ul style="list-style-type: none"> "I know that I need to make changes to my instruction because of what I saw from our CFA." 	<ul style="list-style-type: none"> "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..."

When...
* did we choose?

* did we grade this?

* dropped but what did you/ could you do about it?

Lamy did this, Jason will

- 88% - Question 1
- 86% - Question 2
- 85% - Question 3
- 90% - Question 4

442 students
* Love that this is all 7th

* you can't # it!
* punch card HIDDEN

* Anticipate 1/4 - 1/2 should get it right - criteria for success

- How did individual classes go?
- What/how did you teach it differently?

FIGURES
don't understand 1970s

- * Understand MISCONCEPTIONS
- * Notes, video, history of → passed stuff around by assignment
- * Less than 60% - Colossus & MC question
- * Jason very tuned to lookin for MISCONS

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