

Building:

Responsible:



Task:

-- PREVIEW MODE --

Oregon DATA Project Team Rubric- COR

Agenda and Minutes

	Not Present or Does Not Meet	Area for Growth	Effective	Not Observed (Appropriate)
AMa	<input type="radio"/> No Agenda present	<input type="radio"/> Agenda lists general tasks to be completed	<input type="radio"/> Agenda clearly outlines process and outcomes.	<input type="radio"/>
AMb	<input type="radio"/> Agenda does not indicate instructional focus. May include items unrelated to instruction	<input type="radio"/> Agenda indicates targeted instructional area, but not specific standard	<input type="radio"/> Agenda indicates targeted instructional area and specific standards.	<input type="radio"/>
AMc	<input type="radio"/> Time is limited to the start and end time of the meeting or time is not included on the agenda.	<input type="radio"/> Time is allocated for the whole process or task, but not broken down into components.	<input type="radio"/> Time is allocated for each component of the process.	<input type="radio"/>
AMd	<input type="radio"/> Data use is not part of the agenda or may be limited to feelings, hunches, what has been done in the past, etc.	<input type="radio"/> Agenda indicated use of effect data (student performance), but not cause (adult actions) that lead to the performance	<input type="radio"/> Agenda reflects collaborative analysis of the relevant cause and effect data of the meeting's focus.	<input type="radio"/>
AMe	<input type="radio"/> Agenda is limited to next meeting date or no future agenda is set	<input type="radio"/> Next meeting agenda includes specific items, but time is not included	<input type="radio"/> Agenda items, date, and time identified for next meeting.	<input type="radio"/>
AMf	<input type="radio"/> Notes were not taken. Discussion was not recorded in any way.	<input type="radio"/> Notes are taken, however they are not specific enough to capture the conversation.	<input type="radio"/> Minutes (cycle notes/process sheet) provide an accurate representation of the meeting process.	<input type="radio"/>

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Norms and Participation

Norms and Participation

	Not Present or Does Not Meet	Area for Growth	Effective	Not Observed (Appropriate)
NPa	<input type="radio"/> Norms have been established but are not present or Norms have not been established.	<input type="radio"/> Norms are established, and attached to agenda, but are not reviewed.	<input type="radio"/> Facilitator (or a member of the team) reviews meeting norms at beginning of meeting.	<input type="radio"/>
NPb	<input type="radio"/> A single team member of the team either dominates or rarely shares. Team members do not make space for everyone in the conversation.	<input type="radio"/> Team is overly focused on either success or challenges and/or Team members do not have equal voice (airtime).	<input type="radio"/> Facilitator invites team members to share ideas, successes, and challenges. (i.e. Team conversations are balanced between members)	<input type="radio"/>
NPc	<input type="radio"/> The team does not identify next steps. The team does not reflect on norms, even when norms issues arise.	<input type="radio"/> Facilitator moves the discussion ahead to next topic/next steps, but reflection on norms is often skipped or left off.	<input type="radio"/> Facilitator guides reflection on adherence to the norms at the end of the meeting and identifies next steps if needed.	<input type="radio"/>

Step One: Plan and Prepare for Instruction

	Not Present or Does Not Meet	Area for Growth	Effective	Not Observed (Appropriate)
1a	<input type="radio"/> The work of the team is unrelated to standards.	<input type="radio"/> Teams are utilizing standards that are not priority standards as a focus for the work.	<input type="radio"/> Standards are prioritized and are the focus of the team's work.	<input type="radio"/>
1b	<input type="radio"/> Learning Targets are not identified or Learning targets are very broad, largely restating the standard itself. Lacks deconstruction.	<input type="radio"/> Some evidence of deconstruction is evident by the learning targets that are listed. Targets may not cover the entire standard and/or foundational learning targets are not identified. (ie - Reasoning target identified, but Knowledge targets that underpin it have not be identified.)	<input type="radio"/> The standard has been deconstructed into learning targets and all members of the group agree upon the definitions included in the standard, intended level of rigor and scope of the standard & targets.	<input type="radio"/>
1c	<input type="radio"/> Assessments have not been identified or Teachers within the same team are using different assessments.	<input type="radio"/> Assessments have been identified, but do not match the prioritized standards. Assessments may be pulled directly from materials without considerations for needed revisions/additions. Assessment may NOT match the intended level of rigor.	<input type="radio"/> The common assessment (CFA) is directly linked to the prioritized standard(s), match the intended level of rigor of the standard in terms of depth of knowledge, Bloom's level, and are appropriate matches for the target type (K,R,S,P)	<input type="radio"/>
1d	<input type="radio"/> CFAs are not being utilized. Teachers may be relying solely on past experiences or assumptions about student knowledge and skills and/or no data or demonstration of standard is present.	<input type="radio"/> CFAs do not allow wide enough opportunities for students to show where they are performing in relationship to the standard/s. Assessment(s) may be too cumbersome lacking efficiency (scoring/analyzing etc).	<input type="radio"/> CFAs assess student prior learning (as appropriate) in order to prepare for differentiated instruction and efficient enough to be scored quickly and used to plan and/or modify instruction.	<input type="radio"/>
1e	<input type="radio"/> Standards, learning targets and assessments are NOT aligned.	<input type="radio"/> Standards, learning targets and assessments are partially aligned with one element missing or mismatched.	<input type="radio"/> Standards, learning targets and assessments are aligned.	<input type="radio"/>
1f	<input type="radio"/> Proficiency is not identified.	<input type="radio"/> Levels of proficiency for some standards/Targets/CFA are identified	<input type="radio"/> Levels of proficiency for each standard/Target/CFA are identified.	<input type="radio"/>
1g	<input type="radio"/> Learning targets are not identified.	<input type="radio"/> Learning targets are vague, lack student friendly language and/or do not include an observable verb	<input type="radio"/> Learning targets are student-friendly and clearly state what students are expected to learn and accomplish	<input type="radio"/>

Step 2: Collect and Chart Data

	Not Present or Does Not Meet	Area for Growth	Effective	Not Observed (Appropriate)
2a	<input type="radio"/> Student work is not scored, leading to significant loss of meeting time. Teams are scoring the student work during the meeting.	<input type="radio"/> Student work is scored prior to the meeting, however, data is not charted, leading to inefficient use of meeting time.	<input type="radio"/> Data is formatted prior to the meeting to provide easy assimilation, analysis, and efficient use of meeting time.	<input type="radio"/>
2b	<input type="radio"/> Descriptors and/or cut scores have not yet been identified.	<input type="radio"/> Data is not formatted for ease of use. Teams may be using meeting time to rehash descriptors and cut scores that were already decided.	<input type="radio"/> Data is formatted according to the descriptors for that particular data set (cut scores) and is ready to use during the beginning of the meeting.	<input type="radio"/>
2c	<input type="radio"/> Data is NOT disaggregated and/or teachers are focusing on work unrelated to the standards.	<input type="radio"/> Data NOT disaggregated by priority standard if multiple standards are included on the assessment in order to support specific analysis OR teams are focusing on supporting standards, rather than priority standards.	<input type="radio"/> Data is disaggregated by priority standard if multiple standards are included on the assessment in order to support specific analysis.	<input type="radio"/>
2d	<input type="radio"/> Student work is not present, team may/may not have raw scores from which to work. Little or no evidence of calibration.	<input type="radio"/> Student work is present. Team is calibrating scoring, but are NOT limiting it to 3-5 assessments OR a lack of scoring agreement or calibration.	<input type="radio"/> Data includes student work from the assessment being reviewed. Calibration/group scoring is conducted as needed. (3-5 assessments)	<input type="radio"/>
2e	<input type="radio"/> The team does not have an efficient system or method to document individual and group achievement to mastery of standards AND/or the information is not accessible by others who support student learning.	<input type="radio"/> A system or method is in place allowing teams to document individual and group achievement to mastery of standards, but it lacks efficiency or is not accessible by others who support student learning.	<input type="radio"/> An efficient system or method is in place allowing teachers to document individual and group achievement to mastery of standards. (i.e. Cycle Notes/Process Sheet, accessible by other personnel)	<input type="radio"/>

Step 3: Analysis of Strengths and Obstacles

	Not Present or Does Not Meet	Area for Growth	Effective	Not Observed (Appropriate)
3a	<input type="radio"/> <p>The inferring of strengths and needs is based on information unrelated to student work/assessment.</p>	<input type="radio"/> <p>The inferring of strengths and needs is based on a raw scores. Actual student work may not present.</p>	<input type="radio"/> <p>The inferring of strengths and needs is based on a direct analysis of student work and/or item analysis of assessments being used.</p>	<input type="radio"/>
3b	<input type="radio"/> <p>Conversation regarding strengths and obstacles does not occur or only effect data is discussed.</p>	<input type="radio"/> <p>Facilitator does not keep conversation regarding strengths and obstacles on actionable cause data and may be weighted more heavily on effect (i.e student outcome) data.</p>	<input type="radio"/> <p>Facilitator keeps conversation regarding strengths and obstacles focused on the actionable cause data. (i.e adult)</p>	<input type="radio"/>
3c	<input type="radio"/> <p>Facilitator does not take the team beyond labeling the need of the 'what' to infer the 'why' or root cause.</p>	<input type="radio"/> <p>Facilitator attempts takes the team beyond labeling the need of the 'what' to infer the 'why' or root cause through the use of the appropriate analysis tool. However, inferences may not identify the root cause or may be justifications for errors.</p>	<input type="radio"/> <p>Facilitator takes the team beyond labeling the need of the 'what' to infer the 'why' or root cause through the use of the appropriate analysis tool. (i.e strengths/errors T-chart, fishbone etc.)</p>	<input type="radio"/>
3d	<input type="radio"/> <p>Strengths and needs are not identified for a specific group.</p>	<input type="radio"/> <p>Strengths and needs are identified for some/one 'performance' group. May include disproportionate use of time weighted towards errors, rather than strengths.</p>	<input type="radio"/> <p>Strengths and needs are identified for each 'performance' group (i.e., meeting the learning needs for all students).</p>	<input type="radio"/>
3e	<input type="radio"/> <p>Needs are not prioritized.</p>	<input type="radio"/> <p>Needs are partial prioritized to reflect those areas that will have the largest impact on the standard of focus, but may be influenced by materials or other factors.</p>	<input type="radio"/> <p>Needs are prioritized to reflect those areas that will have the largest impact on the standard of focus (where will our focus result in the greatest growth for students?).</p>	<input type="radio"/>

Step 4: Select Common Instructional Strategies

	Not Present or Does Not Meet	Area for Growth	Effective	Not Observed (Appropriate)
4a	<input type="radio"/> Strategies do not target the prioritized needs identified during the analysis.	<input type="radio"/> Strategies indirectly target the prioritized needs or will address part of the need identified	<input type="radio"/> Strategies directly target the prioritized needs identified during the analysis (Step 3).	<input type="radio"/>
4b	<input type="radio"/> Strategies chosen will not modify teachers' instructional practice.	<input type="radio"/> Strategies chosen will partially modify teachers' instructional practice.	<input type="radio"/> Strategies chosen will modify teachers' instructional practice.	<input type="radio"/>
4c	<input type="radio"/> Strategies are not selected for specific groups.	<input type="radio"/> Strategies are selected for one performance group.	<input type="radio"/> Strategies are selected for each performance group.	<input type="radio"/>
4d	<input type="radio"/> Agreement is not reached on common strategies OR agreed upon items are resources, practices, or structures in place of strategies.	<input type="radio"/> Agreement on strategies is reached, however the strategies may not be research-validated or may not have the greatest potential impact.	<input type="radio"/> Agreement is reached on common, prioritized research-validated strategies that will have greatest impact.	<input type="radio"/>

Step 5: Results Indicators

	Not Present or Does Not Meet	Area for Growth	Effective	Not Observed (Appropriate)
5a	<input type="radio"/> Strategies are not described.	<input type="radio"/> Strategies describe actions of the adults that are consistent with current thinking of students. May not initiate change.	<input type="radio"/> Strategies describe actions of the adults that change the thinking of students.	<input type="radio"/>
5b	<input type="radio"/> No description or a simple action is listed.	<input type="radio"/> Description is broad. Vague terms like “teach, model, go-over” are used. Verbs are subjective, leaving significant space for individual interpretation.	<input type="radio"/> Describes what the teacher will be doing if the strategy is being implemented.	<input type="radio"/>
5c	<input type="radio"/> No description or a simple action is listed.	<input type="radio"/> Description is broad. Vague terms like “learn, listen, copy” are used. Verbs may be subjective, leaving significant space for individual interpretation or require low level thinking. Proficiency is expected, however, it hasn’t been specifically determined.	<input type="radio"/> Describes what the students will be doing and what will be seen in work if the strategy is being implemented.	<input type="radio"/>
5d	<input type="radio"/> Description is absent and/or strategies are simply listed again.	<input type="radio"/> Descriptions of strategies are not specific enough to allow for replication, but offer a general idea leading to teachers implementing the strategy differently based on their understanding of the strategy.	<input type="radio"/> Descriptions of strategies are specific enough to allow for replication. Clear and detailed descriptions that allow team and others to replicate the describe practices in the future. (i.e., implementation, frequency, duration, resources).	<input type="radio"/>

Step 6: Theory of Action

	Not Present or Does Not Meet	Area for Growth	Effective	Not Observed (Appropriate)
6a	<input type="radio"/> Theory of action is either not linked to previous steps or is not completed.	<input type="radio"/> The Theory of Action is partially linked to step 2, 4, and 5c of the process.	<input type="radio"/> The Theory of Action is clearly linked between steps 2,4 & 5 of the process. (If we ___ (Step 4), then ___% (Step 2) of our students will be able to ____ (Step 5c).	<input type="radio"/>
6b	<input type="radio"/> A specific group of students is not identified.	<input type="radio"/> A specific group or groups of students (e.g., FTG & intervention) is targeted, but was not the focus of the work in steps 3-5.	<input type="radio"/> A specific group or groups of students (e.g., FTG & Intervention) are targeted.	<input type="radio"/>
6c	<input type="radio"/> A percentage of students who will become proficient is not determined.	<input type="radio"/> A questionable method is used to identify the % of students who will be proficient. The percentage for growth may be unrealistic, unattainable or low given current level of performance.	<input type="radio"/> A sound method is used to identify the % of students who will be proficient. For example using a pre-assessment to set the value; all students in the close to proficient category should pass, ½ to ¾ of the FTG and ¼ or less of the intervention students will be proficient.	<input type="radio"/>
6d	<input type="radio"/> A statement is NOT provided on where students are and where they need to go to demonstrate proficiency.	<input type="radio"/> A vague statement is provided of where students are and where they need to go to demonstrate proficiency.	<input type="radio"/> A clear statement is provided of where students are and where they need to go to demonstrate proficiency.	<input type="radio"/>
6e	<input type="radio"/> A strategy is not identified to achieve goals.	<input type="radio"/> A strategy is identified to achieve goals, but it may be ineffective or unrelated to the expected outcome.	<input type="radio"/> An effective strategy is identified to achieve goals.	<input type="radio"/>
6f	<input type="radio"/> A performance indicator is not written for targeted students (will be able to . . .).	<input type="radio"/> A vague performance indicator is written for targeted students (will be able to . . .) and/or may not match previously recorded results indicators.	<input type="radio"/> A clear performance indicator is written for targeted students (will be able to . . .).	<input type="radio"/>

Step 7: Reflect, Monitor and Evaluate

	Not Present or Does Not Meet	Area for Growth	Effective	Not Observed (Appropriate)
7a	<input type="radio"/> <p>Team does not complete a self-reflection of meeting goals and processes.</p>	<input type="radio"/> <p>Facilitator guides team self-reflection of meeting, but may focus solely on how team members feel about the work. Teams does not review goals or processes.</p>	<input type="radio"/> <p>Facilitator guides team self-reflection of meeting goals and processes.</p>	<input type="radio"/>
7b	<input type="radio"/> <p>Team members avoid difficult conversations even when they are needed.</p>	<input type="radio"/> <p>Team members occasionally engage in difficult conversations, but some opportunities are avoided or missed.</p>	<input type="radio"/> <p>Team members engage in difficult conversations when needed.</p>	<input type="radio"/>
7c	<input type="radio"/> <p>Team members reflect and adjust a some point/s in each cycle, but may be inconsistent or the team may reflect regularly, but does not adjust plans accordingly.</p>	<input type="radio"/> <p>Team members reflect and adjust a some point/s in each cycle, but may be inconsistent or the team may reflect regularly, but does not adjust plans accordingly.</p>	<input type="radio"/> <p>Team members reflect and adjust regularly throughout the process as well as at the end of a cycle</p>	<input type="radio"/>
7d	<input type="radio"/> <p>Team does not records key reflections, celebrations or missteps to improve their practice in future cycles and does not take note of instructional implications outside of the current focus (may extend to other cycles and/or subject areas).</p>	<input type="radio"/> <p>Team records key reflections, celebrations and missteps to improve their practice in future cycles but is not yet taking note of instructional implications outside of the current focus (may extend to other cycles and/or subject areas).</p>	<input type="radio"/> <p>Team adequately records key reflections, celebrations and missteps to improve their practice in future cycles and takes note of instructional implications outside of the current focus (may extend to other cycles and/or subject areas).</p>	<input type="radio"/>

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