

Assessing and Reflecting

PDSA Rubric

Emerging	Proficient	Exemplary
<p>Content:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plan <ul style="list-style-type: none"> ○ Focus is limited to one of the 5 areas of reading (P, PA, V, C, F) and no specific skill is identified. <input type="checkbox"/> Do <ul style="list-style-type: none"> ○ Strategies given are very general and cannot be used to ensure replication of exact focus in intervention groups <input type="checkbox"/> Study <ul style="list-style-type: none"> ○ Pre-and post-assessment scores are documented, but they do not reflect learning intended in the focus skill stated in the plan. ○ Students are grouped, together but evidence that they have similar needs is not apparent through data <input type="checkbox"/> Act <ul style="list-style-type: none"> ○ Minimal reflection regarding student learning outcomes is evident on the PDSA. 	<p>Content:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plan <ul style="list-style-type: none"> ○ Focused on 1 or 2 of the 5 areas of reading (P,PA,V,C,F) ○ Specific skill is clearly identified and reflects needs of students in the group based on current data ○ Success criteria presented in a measurable way. <input type="checkbox"/> Do <ul style="list-style-type: none"> ○ 2-5 specific instructional strategies/activities are identified. ○ All strategies/activities relate to the intended learning outcome for students in this group. ○ Specific details allow for intervention groups to support exactly what classroom lessons will focus on. <input type="checkbox"/> Study <ul style="list-style-type: none"> ○ Pre-and post-assessment scores are documented, and reflect learning intended in the focus skill stated in the plan. ○ Students are grouped, together and clearly have similar needs as apparent through data ○ Pre/Post assessment format provides clear evidence of students who have made growth and those that need reteaching. <input type="checkbox"/> Act <ul style="list-style-type: none"> ○ Reflection regarding student learning outcomes is evident on the PDSA. ○ Next steps are clear and logical. 	<p>Content:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plan <ul style="list-style-type: none"> ○ Focused on 1 or 2 of the 5 areas of reading (P,PA,V,C,F) ○ Specific skill is clearly identified and reflects needs of students in the group based on current data ○ Success criteria presented in a measurable way. <input type="checkbox"/> Do <ul style="list-style-type: none"> ○ 2-5 specific instructional strategies/activities are identified with approximate amount of time needed during the lesson. ○ All strategies/activities relate to the intended learning outcome for students in this group. ○ Specific details allow for intervention groups to support exactly what classroom lessons will focus on. ○ Skill word leads up to connected text <input type="checkbox"/> Study <ul style="list-style-type: none"> ○ Pre-and post-assessment scores are documented, and reflect learning intended in the focus skill stated in the plan. ○ Students are grouped, together and clearly have similar needs as apparent through data ○ Pre/Post assessment format provides clear evidence of students who have made growth and those that need reteaching. <input type="checkbox"/> Act <ul style="list-style-type: none"> ○ Reflection regarding student learning outcomes is evident on the PDSA. <input type="checkbox"/> Next steps are clear and logical.

<p>Application:</p> <ul style="list-style-type: none">○ PDSA's are turned in and completed on time.	<p>Application:</p> <ul style="list-style-type: none">○ PDSA's are completed and turned in on time.○ PDSA's are used by interventionists and other staff who are working with specific children on similar skills.○ Teacher has PDSA with them during time of instruction to refer to and record lesson data.	<p>Application:</p> <ul style="list-style-type: none">○ PDSA's are completed and turned in on time.○ PDSA's are used by interventionists and other staff who are working with specific children on similar skills.○ Teacher has PDSA with them during time of instruction to refer to and record lesson data and notes.○ PDSA's are regularly discussed in team meetings and PLC's to note trends and facilitate discussions about effective instructional practices
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