

Using Data to Drive Instruction Rubric

Use this rubric to assess the use of data-driven instruction and assessment in your school.

Ratings:

4 = Exemplary implementation

3 = Proficient implementation

2 = Developing implementation

1 = Beginning implementation

0 = No implementation

Data-Driven Culture I can describe the elements of a collaborative “no-blame” data culture in which accountability for achievement is shared by teachers, leaders and students.	Rating
1. Relational Trust: Leaders and teachers exhibit respect, competence, personal regard for others, and integrity in day to day exchanges.	___/4
2. Roles & Norms: Leaders and teachers are clear about who is responsible for what in regards to the data driven process and uphold norms at all times.	___/4
3. Growth Mindset: Leaders and teachers view themselves as inquiring practitioners in regards to student achievement. This inquiry stance allows people to move beyond emotion to action.	___/4
4. Equity & Urgency: Leaders and teachers exhibit a sense of urgency towards closing the achievement gap. Everyone believes that all students can learn.	___/4

Section Average: _____

Data Inquiry Teams I can explain how data inquiry teams analyze and act upon data in order to improve student achievement.	Rating
1. Process: Data inquiry teams work collaboratively to look deeply at data and ask questions. Collaborative inquiry drives the process.	___/4
2. Planning: Teachers create action plans based on data analysis to improve teaching and learning.	___/4
3. Collecting evidence: Teachers use ongoing assessment within the classroom to ensure that action plan goals are being met. They use a variety of questioning techniques to collect in-the-moment assessment information.	___/4
4. Using Evidence: Teachers use evidence to build and modify their lessons and action plan and to create whole-class instruction, small groups, tutorials, and before-and after-school supports.	___/4

Section Average: _____

Systems and Structures I can describe systems and structures necessary to support the selection, collection, organization, analysis, and action upon student achievement data.	Rating
1. Assessment Quality: Leaders ensure that a variety of assessments including student work, common grade level tests, and formal assessments (interim assessments, etc.) are appropriately rigorous and aligned to standards. They are predictive of future success on high-stakes tests.	___/4
2. Assessment Access & Frequency: Leaders ensure that teachers see assessments at the beginning of each cycle and use them as a road map for teaching (cycle is ideally four to six times per year).	___/4
3. Reports: Leaders ensure that data reports provide user-friendly, succinct item-level data, standards-level data, and bottom-line results within 48 hours after testing (ideally).	___/4
4. Professional Development Support: Leaders ensure that staff members have a working knowledge of key assessment terms and use a common language in regards to data.	___/4
5. Professional Development Schedule: Leaders align the instructional sequence and assessment calendar. It includes assessment analysis and action planning and is flexible enough to adapt to student learning needs.	___/4
6. Leader Analysis: Leaders analyze assessment results and meet with teachers one on one to assure accurate analysis and effective action planning.	___/4
7. Feedback & Coaching: Leaders review action plans and provide observation feedback and coaching based on action plans and student learning targets.	___/4

Section Average: _____

Engaging Students I can identify ways to engage students in actively using data about their own achievement to drive engagement and ownership.	Rating
1. Error Analysis: Students analyze their errors for patterns and use these patterns to set goals for improvement.	___/4
2. Progress Tracking: Students track their progress and set goals toward clear academic and character targets based on their analysis.	___/4
3. Communicating Progress: Students communicate their progress and goals during their student led conferences.	___/4

Section Average: _____

Reflection: What are your relative areas of strength? What area might you choose to work on first?