IMPLEMENTATION RUBRIC
DATA-DRIVEN INSTRUCTION & ASSESSMENT

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The rubric is intended to be used to assess the present state of data-driven instruction and assessment in a school. The rubric specifically targets interim assessments and the key drivers leading to increased student achievement.

4 = Exemplary Implementation   3 = Proficient Implementation   2 = Beginning Implementation   1 = No Implementation

DATA-DRIVEN CULTURE		
1. Highly active **Leadership Team:** facilitate teacher-leader data analysis meetings after each interim assessment and maintain focus on the process throughout the year		/4
2. **Introductory Professional Development**: teachers and leaders are effectively introduced to data-driven instruction—they understand how interim assessments define rigor and experience the process of analyzing results and adapting instruction		/4
3. **Implementation Calendar:** Begin school year with a detailed calendar that includes time for assessment creation/adaptation, implementation, analysis, planning meetings, and re-teaching (**flexible** enough to accommodate district changes/mandates)		/4
4. **Ongoing Professional Development:** PD calendar is aligned with data-driven instructional plan: includes modeling assessment analysis/action planning and is flexible to adapt to student learning needs		/4
5. **Build by Borrowing:** Identify and implement best practices from high-achieving teachers & schools: visit schools/classrooms, share & disseminate resources/strategies		/4

ASSESSMENTS	Lit.	Math
1. **Common Interim** Assessments 4-6 times/year	/4	/4
2. **Transparent Starting Point:** teachers see the assessments at the beginning of each cycle; they define the roadmap for teaching	/4	/4
3. **Aligned to state tests and college readiness**	/4	/4
4. **Aligned to instructional sequence** of clearly defined grade level/content expectations	/4	/4
5. **Re-Assess** previously taught standards	/4	/4

ANALYSIS	
1. **Immediate** turnaround of assessment results (ideally 48hrs)	/4
2. **User-friendly, succinct** data reports include: **item-level** analysis, **standards-level** analysis & **bottom line** results	/4
3. **Teacher-owned** analysis facilitated by effective leadership preparation	/4
4. **Test-in-hand** analysis between teacher(s) & instructional leade**r**	/4
5. **Deep:** moves beyond "what" students got wrong and answers "why" they got it wrong	/4

ACTION	
1. **Plan new lessons** collaboratively to develop new strategies based on data analysis	/4
2. Implement explicit **teacher action plans** in whole-class instruction, small groups, tutorials, and before/after-school supports	/4
3. **Ongoing assessment**: utilize in-the-moment checks for understanding and in-class assessment to ensure student progress between interim assessments	/4
4. **Accountability:** instructional leaders review lesson/unit plans and give observation feedback driven by the action plan and student learning needs	/4
5. **Engaged Students** know the end goal, how they did, and what actions they are taking to improve	/4

TOTAL: /100