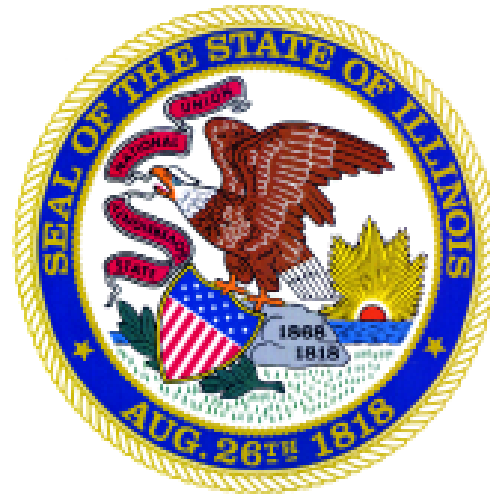


RUBRICS FOR A STANDARDS IMPLEMENTATION SYSTEM



2004

ILLINOIS STATE BOARD OF EDUCATION

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RUBRICS FOR A STANDARDS IMPLEMENTATION SYSTEM

I. AFFECTIVE RESPONSES	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
	Maintenance of a Non ILS-Led System	Awareness and Exploration of an ILS-Led System	Transition to an ILS-Led System	Emerging New Infrastructure to Support an ILS-Led System	Predominance of an ILS-Led System
Attitudes and Beliefs About ILS	<ul style="list-style-type: none"> High degree of resistance and apprehension to an ILS-led system 	<ul style="list-style-type: none"> Aware that an ILS-led system has the potential to improve student learning 	<ul style="list-style-type: none"> Growing acceptance through research and practice that an ILS-led system improves student learning 	<ul style="list-style-type: none"> Commit to an ILS-led system to improve student learning 	<ul style="list-style-type: none"> An ILS-led system is the organizational structure around which district curricula and classroom practices are centered
Motivation to Implement ILS	<ul style="list-style-type: none"> No motivation to implement an ILS-led system 	<ul style="list-style-type: none"> Changes in classroom practices are motivated by administrative direction Reference ILS in lesson planning as preliminary step in implementation 	<ul style="list-style-type: none"> Changes in classroom practices are motivated by the growing belief that an ILS-led system will benefit students Begin efforts to adapt an ILS-led system to fit school/district structure (e.g., curriculum mapping) 	<ul style="list-style-type: none"> Intrinsic motivation to embed an ILS-led system into classroom/school/district practices Work cooperatively to adapt district structure to an ILS-led system 	<ul style="list-style-type: none"> High level of engagement of all staff in implementation of an ILS-led system Enthusiastic commitment and support of an ILS-led system at building and district level
Confidence Level	<ul style="list-style-type: none"> Apprehension and anxiety surrounding an ILS-led system reform 	<ul style="list-style-type: none"> Receptive to participation in an ILS-led system 	<ul style="list-style-type: none"> Secure in ability to contribute to an ILS-led system 	<ul style="list-style-type: none"> Self-directed involvement in an ILS-led system 	<ul style="list-style-type: none"> Advocacy for an ILS-led system

RUBRICS FOR A STANDARDS IMPLEMENTATION SYSTEM

II. DISTRICT INFRASTRUCTURE	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
	Maintenance of a Non ILS-Led System	Awareness and Exploration of an ILS-Led System	Transition to an ILS-Led System	Emerging New Infrastructure to Support an ILS-Led System	Predominance of an ILS-Led System
Goals, Policies and Practices	<ul style="list-style-type: none"> Goals, policies and practices do not support an ILS-led system School/district improvement plan does not support an ILS-led system 	<ul style="list-style-type: none"> Limited use of research-based strategies is reflected in the design of goals, policies, and practices Aware of the importance of creating goals, policies, and practices that address an ILS-led system Aware of connection between school/district improvement plan and an ILS-led system 	<ul style="list-style-type: none"> Select research-based validated principles for determining goals, policies and practices Develop/revise prioritized goals and policies that support an ILS-led system (e.g., student retention, curriculum, assessment) Develop and implement performance indicators for each district goal Align some components of school/district improvement plan with an ILS-led system 	<ul style="list-style-type: none"> Clearly reflect validated, research-based principles in district goals, policies, and practices Review and revise goals, policies, and practices annually Collect data based on performance indicators Develop clear goals and timelines for school/district improvement plan that are aligned with an ILS-led system 	<ul style="list-style-type: none"> Continuously evaluate and revise goals, policies and practices based on current research and collected data Evaluate and revise performance indicators based on collected data Continuously revise school/district improvement plan to reflect growth
Resources <i>(Financial, material, professional development and personnel)</i>	<ul style="list-style-type: none"> No resources have been provided to support the implementation of an ILS-led system 	<ul style="list-style-type: none"> Aware that the allocation of resources is necessary to implement an ILS-led system 	<ul style="list-style-type: none"> Develop plan to provide allocation of resources to support an ILS-led system 	<ul style="list-style-type: none"> Implement plan for the allocation of resources that support an ILS-led system 	<ul style="list-style-type: none"> Fully dedicate the allocation of resources to achieve the goals of an ILS-led system Allocate resources through a continuous review and feedback loop that identifies priorities
Leadership	<ul style="list-style-type: none"> No evidence of leadership to implement an ILS-led system Does not support and/or communicate an ILS-led system 	<ul style="list-style-type: none"> Aware of need for shared leadership to implement an ILS-led system Aware of need for district communications to consistently support an ILS-led system 	<ul style="list-style-type: none"> Develop structure for shared leadership to implement an ILS-led system Clear communication from superintendent and principals that conveys the importance of an ILS-led system 	<ul style="list-style-type: none"> Responsibility for an ILS-led system is shared by administrators and certified staff Clear communication from administrators and certified staff that an ILS-led system guides decision making 	<ul style="list-style-type: none"> Shared leadership for an ILS-led system exists at all levels (e.g., school board, administrators, certified staff, support staff) Clear communication to the entire community that an ILS-led system is the foundation for decision-making

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III. PROFESSIONAL DEVELOPMENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
	Maintenance of a Non ILS-Led System	Awareness and Exploration of an ILS-Led System	Transition to an ILS-Led System	Emerging New Infrastructure to Support an ILS-Led System	Predominance of an ILS-Led System
Align to ILS	<ul style="list-style-type: none"> Other school/district policies and practices drive professional development efforts 	<ul style="list-style-type: none"> Aware that professional development needs to be aligned with an ILS-led system No consideration of student data in designing professional development 	<ul style="list-style-type: none"> Develop plan to align professional development with an ILS-led system Emerging understanding of the significance of student data in designing professional development 	<ul style="list-style-type: none"> Implement an ILS-led system aligned professional development plan Use student data to design professional development 	<ul style="list-style-type: none"> Continuous review of the professional development system Design professional development using system-wide analysis of student data
Sufficiency and Quality	<ul style="list-style-type: none"> No procedures in place for an ILS-led system training sessions 	<ul style="list-style-type: none"> Isolated opportunities for professional development related to an ILS-led system are not well advertised 	<ul style="list-style-type: none"> Increase in professional development opportunities related to an ILS-led system Emerging articulation across stages of learning 	<ul style="list-style-type: none"> Frequent professional development opportunities for entire staff related to an ILS-led system in vertical and horizontal teaming situations Recognize the need for professional development based on scientific research Use findings from ongoing discussion of school improvement data as a basis for professional development offerings 	<ul style="list-style-type: none"> Ongoing professional development supporting systemic improvement as a result of vertical and horizontal teaming situations Provide professional development based on scientific research Analyze needs and school improvement data to determine professional development offerings Acquired professional development information is evident in classroom practice
Audience	<ul style="list-style-type: none"> No targeted audience 	<ul style="list-style-type: none"> Provide opportunities for participation in professional development to targeted certified staff 	<ul style="list-style-type: none"> Provide professional development to all certified staff 	<ul style="list-style-type: none"> Provide professional development to all certified and paraprofessional staff 	<ul style="list-style-type: none"> Include appropriate educational community in professional development

RUBRICS FOR A STANDARDS IMPLEMENTATION SYSTEM

IV. CURRICULUM DEVELOPMENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
	Maintenance of a Non ILS-Led System	Awareness and Exploration of an ILS-Led System	Transition to an ILS-Led System	Emerging New Infrastructure to Support an ILS-Led System	Predominance of an ILS-Led System
Alignment	<ul style="list-style-type: none"> Curriculum is not connected to an ILS-led system or to the school's improvement goals for student learning Curriculum is not standardized; reliance on texts for decisions about content and pacing is evident 	<ul style="list-style-type: none"> Curriculum is textbook driven with limited references to an ILS-led system Aware of ILS Performance Descriptors (developmental stages of knowledge) 	<ul style="list-style-type: none"> Curriculum alignment to an ILS-led system and the school's improvement goals for student learning is uneven; some areas are clearly connected whereas others are not linked at all Sporadically refer to ILS Performance Descriptors when planning curriculum Student developmental stages are being addressed but not clearly linked to the curriculum 	<ul style="list-style-type: none"> Curriculum is aligned to both an ILS-led system and school's improvement goals for student learning in one or more learning areas Plan classroom curriculum and instruction based on ILS Performance Descriptors Student developmental stages are recognized by using of the an ILS-led system to define curriculum 	<ul style="list-style-type: none"> System wide alignment is organized among standards based curriculum, assessment, professional development and teacher evaluation Define the curriculum for all learning areas through the ILS Performance Descriptors Differentiates to meet individual student needs by using an ILS-led system defined curriculum
Selection and Use of Resources <i>(print/non-print materials and electronic media)</i>	<ul style="list-style-type: none"> Resources are selected with no regard to an ILS-led system alignment Resources are selected based on personal preference 	<ul style="list-style-type: none"> Resources are selected on publishers' assurances that they are aligned to an ILS-led system Awareness of need to develop resource alignment criteria based on an ILS-led system Investigate standards based resources beyond the textbook to include non-print and electronic media 	<ul style="list-style-type: none"> Develop/use ILS-led system alignment criteria to evaluate existing resources for accuracy and appropriateness Identify standards based resources that support various student developmental stages and learning styles 	<ul style="list-style-type: none"> School-wide resources are evaluated and selected based on ILS and Performance Descriptors Use standards based resources that support various student developmental stages or learning styles in one or more learning areas 	<ul style="list-style-type: none"> System-wide resources are evaluated and selected based on ILS Performance Descriptors and best practices Consistently use standards based resources that support various student developmental stages and learning styles throughout the curriculum
Program Identification Development	<ul style="list-style-type: none"> Programs not aligned to an ILS-led system No existing program evaluation 	<ul style="list-style-type: none"> Recognize the relationship of program identification/ development to an ILS-led system and data analysis Recognize the need for program evaluation 	<ul style="list-style-type: none"> Collect/analyze data, create needs assessment to develop/ identify an ILS-led system aligned program Develop criteria for program evaluation 	<ul style="list-style-type: none"> Identify/develop an ILS-led system aligned programs based on data analysis, needs assessment, and scientifically based research Evaluate and revise programs periodically 	<ul style="list-style-type: none"> Implement an ILS-led system aligned programs based on data analysis, needs assessment and scientifically based research Evaluate and revise programs continually

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V. INSTRUCTION	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
	Maintenance of a Non ILS-Led System	Awareness and Exploration of an ILS-Led System	Transition to an ILS-Led System	Emerging New Infrastructure to Support an ILS-Led System	Predominance of an ILS-Led System
Standards Focused Instructional Practices	<ul style="list-style-type: none"> • Previous methods determine instructional practices and establish the learning environment 	<ul style="list-style-type: none"> • Begin examination of current instructional practices as they relate to the ILS, Performance Descriptors, best practices, and research-based findings 	<ul style="list-style-type: none"> • Collaborate on the analysis of instructional practices in relation to ILS, Performance Descriptors, best practices, and research-based findings 	<ul style="list-style-type: none"> • Collaborate on the refinement of instructional practices based on best practices and research-based findings that support the ILS and Performance Descriptors 	<ul style="list-style-type: none"> • Base instructional practices across grade levels on the ILS, Performance Descriptors, research-based findings, and best practices
Accountability	<ul style="list-style-type: none"> • No use of student data for instructional practices 	<ul style="list-style-type: none"> • Recognize need to use student data to drive instruction 	<ul style="list-style-type: none"> • Collect student data to inform instruction 	<ul style="list-style-type: none"> • Analyze student data to drive instruction 	<ul style="list-style-type: none"> • Student data continually determines instructional practices

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VI. STUDENT LEARNING AND ASSESSMENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
	Maintenance of a Non ILS-Led System	Awareness and Exploration of an ILS-Led System	Transition to an ILS-Led System	Emerging New Infrastructure to Support an ILS-Led System	Predominance of an ILS-Led System
Achievement Expectations	<ul style="list-style-type: none"> Achievement expectations based on teacher expectations 	<ul style="list-style-type: none"> Emerging awareness that ILS and Performance Descriptors define achievement expectations 	<ul style="list-style-type: none"> Develop some achievement expectations from ILS and Performance Descriptors 	<ul style="list-style-type: none"> Develop achievement expectations across grade level learning areas based on ILS and Performance Descriptors 	<ul style="list-style-type: none"> Use ILS and Performance Descriptors to define achievement expectations system-wide
Classroom Assessment	<ul style="list-style-type: none"> Use primarily one assessment method that may or may not be aligned to an ILS-led system 	<ul style="list-style-type: none"> Aware that an ILS-led system require multiple and various assessment methods Aware that frequent and various opportunities are needed for students to demonstrate knowledge and skills Aware that bias and distortion exist in assessment instruments 	<ul style="list-style-type: none"> Begin to incorporate multiple and various assessment methods that align to an ILS-led system Begin to provide students frequent and varied opportunities to demonstrate knowledge and skills Analyze assessments to identify bias and distortion 	<ul style="list-style-type: none"> Incorporate multiple and various assessment methods across learning areas Begin to make adaptations for students to have an opportunity to demonstrate their best work Begin to select assessments that minimize bias and distortion 	<ul style="list-style-type: none"> Use multiple appropriate methods as valid measures of student achievement system-wide Provide all students frequent and varied opportunities to demonstrate knowledge and skills Consistently select, design, or adapt assessments that minimize bias and distortion
Student Involvement	<ul style="list-style-type: none"> Students' input is not solicited or considered 	<ul style="list-style-type: none"> Explore ways that students can become actively involved in their learning Certified staff sets ILS-based expectations with little communication to student 	<ul style="list-style-type: none"> Develop and introduce a plan to actively and constructively engage students in learning activities Certified staff communicates ILS-based expectations to students 	<ul style="list-style-type: none"> Engage each student actively and constructively in learning and assessment activities Students actively involved in ILS-based achievement progress 	<ul style="list-style-type: none"> Engage each student actively and constructively in learning and assessment planning activities Students collaborate to establish ILS-based personal learning and performance expectations and accepts responsibility for achieving them

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VI. STUDENT LEARNING AND ASSESSMENT <i>(Continued)</i>	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
	Maintenance of a Non ILS-Led System	Awareness and Exploration of an ILS-Led System	Transition to an ILS-Led System	Emerging New Infrastructure to Support an ILS-Led System	Predominance of an ILS-Led System
Use of Assessment Information to Inform Instruction	<ul style="list-style-type: none"> Use the results of assessments for grading purposes only 	<ul style="list-style-type: none"> Aware that assessment results should inform classroom instruction Explore data analysis and collection methods 	<ul style="list-style-type: none"> Plan to use summative and formative assessment data to modify future instruction Use assessment data to track whole group achievement over time Disaggregate data to track achievement of sub-groups 	<ul style="list-style-type: none"> Begin to use assessment results to evaluate previous instructions and begin to modify future instruction Use assessment data to re-teach concepts and skills to groups and individuals as needed Analyze disaggregated data to track achievement of sub-groups 	<ul style="list-style-type: none"> Assessment results are continuously used to evaluate and modify instruction Use assessment data to provide remediation and /or enrichment Understand the achievement of targeted subgroups
Standardized Tests	<ul style="list-style-type: none"> Commercially developed standardized tests are chosen with no regard to ILS 	<ul style="list-style-type: none"> Aware of need to align commercially developed standardized test(s) to ILS 	<ul style="list-style-type: none"> Preview commercially developed standardized tests for ILS alignment 	<ul style="list-style-type: none"> Select commercially developed standardized tests that are aligned to ILS 	<ul style="list-style-type: none"> Use commercially developed standardized tests as an additional measure for ILS achievement
Reporting of Assessment Information	<ul style="list-style-type: none"> Traditional report cards and letter grades distributed every grading period. Letter grades are not based on consistent criteria. Parent/teacher conferences held once or twice a year Standardized test results used at administrative level only 	<ul style="list-style-type: none"> Certified staff are aware of ILS as indicators of student progress Investigate value of student involvement in portfolios and parent conferencing Certified staff are given standardized test results with little or no interpretation 	<ul style="list-style-type: none"> Introduce ILS to students and parents as indicators of student progress Use portfolios in teacher-led conferences with parents, students may or may not be present Certified staff and students are given/understand interpretation of standardized test results 	<ul style="list-style-type: none"> Limited use of ILS expectations to report student progress at all grade levels Use portfolio evidence in teacher-led conferences with students and parents, attendance required by both Certified staff, students, parents, and media understand standardized test results and the implications of these results 	<ul style="list-style-type: none"> Systematically report student progress based on ILS expectations Student-led conferences with parents and teachers to articulate learning goals and achievements Conduct public dialogues to clearly define and interpret nation/state/district/school results based on the ILS

RUBRICS FOR A STANDARDS IMPLEMENTATION SYSTEM

VII. COMMUNITY AWARENESS <i>(e.g., Parents, Businesses, Community Groups)</i>	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
	Maintenance of a Non ILS-Led System	Awareness and Exploration of an ILS-Led System	Transition to an ILS-Led System	Emerging New Infrastructure to Support an ILS-Led System	Predominance of an ILS-Led System
Community Involvement in the ILS Implementation System	<ul style="list-style-type: none"> No formal system in place to inform parents and community about ILS-led system 	<ul style="list-style-type: none"> Explore a range of options for involving parents and community in an ILS-led system 	<ul style="list-style-type: none"> Develop plan to provide for awareness of ILS implementation system that reflects the needs of the community Parents and community receive initial communication concerning ILS implementation 	<ul style="list-style-type: none"> Implement plan to effectively engage parent/community members to become active stakeholders 	<ul style="list-style-type: none"> Parent/community members become active stakeholders in implementation process Continuously review plan to engage parent/community members as stakeholders
Articulation and Dissemination of Performance Descriptors <i>(Grade Level Expectations)</i>	<ul style="list-style-type: none"> No dissemination of ILS and Performance Descriptors materials 	<ul style="list-style-type: none"> ILS and Performance Descriptors are available upon request to the community 	<ul style="list-style-type: none"> Develop plan to inform the community of grade level expectations as defined by ILS and Performance Descriptors 	<ul style="list-style-type: none"> Community members partner with the districts/schools to insure that grade level expectations defined by ILS and Performance Descriptors are clearly communicated to all stakeholders 	<ul style="list-style-type: none"> Disseminate clear grade level expectations defined by ILS and Performance Descriptors throughout the community in multiple forms (e.g., different languages, formats)
Dissemination of Information about ILS-Led System	<ul style="list-style-type: none"> No dissemination of information about ILS-led system 	<ul style="list-style-type: none"> Disseminate limited ILS-led system information to school/district only (e.g., parent conferences, open houses) 	<ul style="list-style-type: none"> Disseminate ILS-led system information to parents through school websites and/or newsletters. 	<ul style="list-style-type: none"> Disseminate ILS-led system information to parents/community shareholders in a current on-going manner (e.g., local news, city website, newspaper) 	<ul style="list-style-type: none"> Disseminate ILS-led system information in ongoing and interactive formats with all stakeholders (e.g., local media, FAQ link, radio/television programs, roundtable discussions)
Community Resources	<ul style="list-style-type: none"> No formal process in place for the utilization of outside resources 	<ul style="list-style-type: none"> Begin to identify community resources available to schools 	<ul style="list-style-type: none"> Align available community resources to ILS/Performance Descriptors/curriculum and compile for teachers' use 	<ul style="list-style-type: none"> Incorporate community resources into school/grade level curriculum 	<ul style="list-style-type: none"> Continuously engage school and community to make use of available resources that are aligned to the ILS