

**Oklahoma State Department of Education
Office of Standards and Curriculum**

Essential Elements Rubric

Element 1, Indicator 1.1: <i>Instructional teams align the curriculum with state and national academic content and process standards that identify the depth of knowledge, skills, and abilities needed for student success.</i>			
1.1 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
The implemented curriculum may be based on resources (e.g., textbooks) but is not aligned to state and/or national academic standards.	The implemented curriculum is sometimes aligned with state and/or national academic standards.	The implemented curriculum is directly based on and aligned with academic expectations that identify depth of knowledge, core content, and the state and/or national standards and defines the skills and abilities that students should know and be able to do in all content areas.	The school or district actively collaborates among school/district staff to ensure full alignment with academic expectations that identify depth of knowledge, core content, and the state and/or national standards and defines the skills and abilities that students should be able to do in all content areas.
The implemented curriculum accomplishes only content coverage, rather than identifying the depth of knowledge, skills, and abilities needed for student success.	The implemented curriculum accomplishes content coverage, but does not always identify the depth of knowledge, skills, and abilities needed for student success.	The content and sequence of the implemented and aligned curriculum identifies and promotes the depth of knowledge, skills, and abilities needed for student success.	The school or district actively collaborates among staff to continually implement and align curriculum to identify and promote the depth of knowledge, skills, and abilities needed for student success.
The implemented curriculum is not age and developmentally appropriate nor culturally responsive and does not promote student success.	The implemented curriculum is sometimes age and developmentally appropriate and culturally responsive and sometimes promotes student success.	The implemented curriculum is age and developmentally appropriate and culturally responsive for student success.	The school or district actively collaborates with staff and stakeholders to ensure the implemented curriculum is age and developmentally appropriate and culturally responsive for a diverse student population.
The implemented curriculum does not clearly identify and integrate connections within or between content areas or the connections do not identify the depth of knowledge, skills, and abilities needed for student success.	There are some connections and integrations within or between content areas of the implemented curriculum that sometimes identify the depth of knowledge, skills, and abilities needed for student success.	The implemented curriculum frequently demonstrates the connections and integrations within and between different content areas and identifies the depth of knowledge, skills, and abilities needed for student success.	The implemented curriculum is collaborative, systemic, and demonstrates strong connections within and among various content areas that clearly identifies the depth of knowledge, skills, and abilities needed for student success.

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Element 1, Indicator 1.2: Instructional teams articulate the learning standards through grade level objectives.			
1.2 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
Instructional teams do not formally articulate the learning standards through grade level objectives.	Instructional teams occasionally articulate the learning standards through grade level objectives.	The instructional teams formally articulate grade level objectives across content areas (horizontal alignment) in a systematic process to ensure alignment with state and/or national standards.	The instructional teams maintain a process to continuously review and revise grade level objectives across content areas to ensure horizontal alignment with state and/or national standards.
Instructional teams do not formally articulate the grade level objectives necessary for vertical alignment of curriculum.	Instructional teams occasionally articulate the grade level objectives necessary for vertical alignment of curriculum.	The instructional teams formally articulate grade level objectives (vertical alignment) in a systematic process to ensure alignment with state and/or national standards.	The instructional teams maintain a process to continuously review and revise grade level objectives to ensure vertical alignment with state and/or national standards.
The instructional teams of feeder/receiver schools do not discuss vertical and horizontal alignment of curriculum.	The instructional teams of feeder/receiver schools occasionally initiate discussion to ensure vertical and horizontal alignment of curriculum.	The instructional teams of feeder/receiver schools initiate and continue discussion to ensure vertical and horizontal alignment of curriculum.	The instructional teams of feeder/receiver schools establish a formal process to ensure vertical and horizontal alignment of curriculum.

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Element 1, Indicator 1.3: <i>Instructional teams engage in discussions within the school which result in the elimination of unnecessary overlaps and close curricular gaps.</i>			
1.3 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
The instructional teams make no attempt to eliminate unnecessary overlaps and close curricular gaps.	The instructional teams develop and sometimes implement a process to eliminate unnecessary overlaps and close curricular gaps.	The instructional teams develop, communicate and implement a systematic process to eliminate unnecessary overlaps and curricular gaps.	The instructional teams create a systematic process (e.g., curriculum map) which is designed to eliminate unnecessary overlaps and close curricular gaps. The instructional teams review, monitor, and improve the map to ensure implementation.

Element 1, Indicator 1.4: <i>Instructional teams identify key curriculum vertical transition points between and among early childhood and elementary school; elementary and middle school; and middle school and high school to eliminate unnecessary overlaps and close curricular gaps.</i>			
1.4 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
The instructional teams do not facilitate discussion within or between schools to identify key curriculum transition points and eliminate unnecessary overlaps and close curricular gaps.	The instructional teams occasionally facilitate discussion within and between schools to address key curriculum transition points and eliminate unnecessary overlaps and close curricular gaps.	The instructional teams implement and communicate a process within and between schools to identify key curriculum transition points and eliminate unnecessary overlaps and close curricular gaps.	The instructional teams review, monitor, and improve the process within and between schools to ensure successful transition planning for all students in all schools throughout the district and with other institutions.

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Element 1, Indicator 1.5: The school curriculum provides specific links to postsecondary education, life and career options.			
1.5 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
The curriculum does not provide connections to post secondary education and/or career options.	The curriculum provides some connections that present post secondary education and career options.	The curriculum provides intentional connections (e.g., dual credit courses, post secondary partnerships, early college courses) to familiarize all students with a variety of post secondary education and career options.	The curriculum consistently emphasizes connections and provides experiences (e.g., advisor/advisee, internships, career planning fair, college fair, and career majors) that present a variety of post secondary education and career options.
The curriculum does not include opportunities for application of skills, knowledge or processes that prepare students to be self-sufficient and productive citizens.	The curriculum includes some opportunities for application of skills, knowledge and processes that will prepare students to be self-sufficient and productive citizens.	The curriculum integrates opportunities for application of skills, knowledge, processes and life skills (e.g., budgeting, problem solving, consensus building) that will prepare all students to be self-sufficient and productive citizens.	The curriculum integrates and expands learning opportunities in school and within the community (e.g., mentoring, service learning, shadowing, school-based enterprises, co-op programs) for students to apply skills, knowledge and processes that prepare all students to be self-sufficient and productive citizens.
Students do not have a written graduation plan (Grades 8-12).	Some students (Grades 8-12) have a written graduation plan.	Each student (Grades 8-12) has a written graduation plan.	Each student (Grades 8-12) collaboratively develops a written graduation plan with parents and advisors that is reviewed and revised annually.

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Element 1, Indicator 1.6: Instructional teams review alignment to standards and revise site-level curriculum accordingly.			
1.6 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
The instructional teams do not have a process for monitoring, evaluating, and revising site-level curriculum.	The instructional teams have established a process for monitoring, evaluating, and revising site-level curriculum, but it is not always fully implemented.	The instructional teams have established a process for monitoring, evaluating, and revising site-level curriculum, and it is fully implemented.	The instructional teams have established a process for monitoring, evaluating, and revising the site-level curriculum, and school leadership has implemented procedures to address curriculum issues (e.g., lesson study; peer observations; review of lesson plans; scientifically based research for curriculum decisions).
The school does not have instructional teams or the teams never meet.	The school has instructional teams, but the teams do not meet regularly.	The school has instructional teams that meet regularly to monitor, evaluate, and revise the site-level curriculum.	The school has instructional teams that meet regularly and use multiple indicators (e.g., student assessment data; site-level curriculum maps; student work samples; teacher-designed rubrics) to monitor, evaluate, and revise the site-level curriculum.

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Element 1, Indicator 1.7: The school provides access to an aligned common academic core curriculum, as identified by state and national requirements, for all students.			
1.7 Rubric			
1 = Little or no development and implementation	2 = Limited development or partial implementation	3 = Fully functioning at operational level of development and implementation	4 = Exemplary level of development and implementation
The school does not provide access to an aligned common academic core curriculum as identified by state and/or national requirements and standards.	The school provides some students access to an aligned common academic core curriculum as identified by state and/or national requirements and standards.	The school provides all students access to an aligned common academic core curriculum as identified by state and/or national requirements and standards.	The school provides all students access to an aligned common academic core curriculum that is challenging and provides expanded opportunities (e.g., field experiences, shadowing, apprenticeships, work-based learning, and foreign exchange) in all content areas.
The common academic core curriculum does not accommodate the learning needs of all students.	The common academic core curriculum accommodates the learning needs of only some students.	The common academic core curriculum accommodates the learning needs of all students.	The common academic core curriculum accommodates the learning needs of all students.