

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

Essential Elements Rubric

Element 2, Indicator 2.1: All teachers provide multiple classroom assessments that are frequent, rigorous, and aligned to standards.			
2.1 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
Teachers infrequently assess student learning.	Teachers frequently assess student learning, but only a single assessment tool is used.	Teachers frequently assess student learning by multiple forms of classroom assessment such as diagnostic testing, progress monitoring, benchmark assessments and rubric-evaluated assignments.	Teachers frequently assess student learning by multiple forms of classroom assessment to review and revise curriculum and assist students in understanding the assessment data to enhance learning.
Assessments of student learning are not rigorous (e.g., depth-of-knowledge, authentic, standard based).	Some assessments of student learning are rigorous.	Assessments of student learning are rigorous.	Assessments of student learning are rigorous and authentic (e.g., relevant activities including research-based, problem solving assessments such as presentations, projects, and/or portfolios).
Assessments of student learning are not aligned with academic expectations, core content and state and/or national standards.	Some assessments of student learning are aligned with academic expectations, core content, and state and/or national standards	Assessments of student learning are aligned with academic expectations, core content, and state and/or national standards.	Assessments of student learning are aligned with academic expectations, core content, and state and/or national standards, and data is used to ensure student success.

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Essential Elements Rubric

Element 2, Indicator 2.2: All teachers collaborate to develop common formative assessments and authentic assessment tasks (such as portfolios or projects) that are aligned with state and/or national standards.			
2.2 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
Teachers do not collaborate to design common formative nor authentic assessment tasks aligned to state and/or national standards.	Teachers sometimes collaborate to design common formative and authentic assessment tasks aligned to state and/or national standards.	Teachers frequently collaborate to design common formative and authentic assessment tasks aligned to state and/or national standards.	Teachers collaborate during regularly scheduled time to design common formative and authentic assessment tasks aligned to state and/or national standards.
School and district leaders do not review the common formative and authentic assessment tasks collaboratively developed by teachers.	School and district leaders review common formative and authentic assessment tasks collaboratively developed by teachers but provide no feedback.	School and district leaders regularly review common formative and authentic assessment tasks collaboratively developed by teachers and provide appropriate feedback.	School and district leaders actively participate in the ongoing collaborative development of common formative and authentic assessments aligned to state and/or national standards.

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Element 2, Indicator 2.3: <i>All teachers design units of instruction to include pre- and post-tests that assess student mastery of standards-based objectives.</i>			
2.3 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
Teachers do not include pre- or posttests to assess student mastery of standard-based objectives.	Teachers sometimes include a pre- or posttest to assess student mastery of standard-based objectives.	Teachers regularly include pre- and posttests to assess student mastery of standard-based objectives.	Teachers regularly include pre- and posttests to assess student mastery of standard-based objectives and use assessment data to revise units of instruction.

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Element 2, Indicator 2.4: All students can articulate expectations in each class and know what is required to be proficient.			
2.4 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
Students cannot articulate what they should know and be able to do to be proficient in each class.	Students can articulate some of what they should know and be able to do to be proficient in each class.	Students can articulate what they should know and be able to do to be proficient in each class.	Students can articulate what they should know and be able to do to be proficient in each class and are provided regular opportunities to explain what proficiency means for any assignment (e.g., proficiency levels on rubrics).
Students do not collect data or monitor individual progress towards proficiency in each class.	Students review their work but do not formally collect data or monitor individual progress towards proficiency in each class.	Students collect data and monitor individual progress towards proficiency through the use of data notebooks, learning logs, charts, graphs, and/or journals.	Students collect data and use it to identify areas for improvement, to modify their own performances and to set academic goals in each class.

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Element 2, Indicator 2.5: <i>All teachers use test scores, including pre- and posttest results, to identify instructional and curriculum gaps, modify units of study, and reteach as appropriate.</i>			
2.5 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
Teachers do not analyze test scores to identify gaps in instruction and curriculum.	Some teachers analyze test scores to identify gaps in instruction and curriculum.	Teachers analyze test scores to identify gaps in instruction and curriculum.	Teachers collaboratively analyze test scores to identify gaps in instruction and curriculum.
Teachers do not use the results of the data analysis to modify units of study to close gaps.	Teachers sometimes use the results of the data analysis to modify units of study to close gaps.	Teachers use the results of the data analysis to modify units of study to close gaps.	Teachers collaboratively use the results of the data analysis to modify units of study to close gaps.
Teachers do not use the results of the data analysis to re-teach as appropriate.	Teachers sometimes use the results of the data analysis to reteach as appropriate.	Teachers use the results of the data analysis to reteach as appropriate.	Teachers collaboratively use the results of the data analysis to reteach as appropriate.

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Essential Elements Rubric

Element 2, Indicator 2.6: Instructional teams use student learning data to identify and serve students in need of tiered instructional support or enhancement.			
2.6 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
Instructional teams do not use formative assessment data to identify students in need of tiered instructional support or enhancement.	Instructional teams sometimes use formative assessment data to identify students in need of tiered instructional support or enhancement.	Instructional teams regularly use formative assessment data to identify students in need of tiered instructional support or enhancement and provide some interventions.	Instructional teams regularly use formative assessment data to identify students in need of tiered instructional support or enhancement and provide a range of interventions.
Instructional teams do not use summative assessment data to identify students in need of tiered instructional support or enhancement.	Instructional teams sometimes use summative assessment data to identify students in need of tiered instructional support or enhancement.	Instructional teams regularly use summative assessment data to identify students in need of tiered instructional support or enhancement and provide some interventions.	Instructional teams regularly use summative assessment data to identify students in need of tiered instructional support or enhancement and provide a range of interventions.

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Essential Elements Rubric

Element 2, Indicator 2.7: School leadership and instructional teams examine student work for evidence that instruction is aligned to state and/or national standards.			
2.7 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
State and/or national standards are not posted in classrooms or communicated to students.	State and/or national standards are posted daily and communicated to students, but may not be understandable, meaningful, or tied to the lesson.	State and/or national standards are posted daily, communicated to students, and are understandable, meaningful, and tied to the lesson.	State and/or national standards are posted daily and communicated to students in all classrooms. Students can articulate the state and/or national standards and understand how they relate to learning.
Examples of student work are not displayed in the classroom.	Examples of student work are displayed in the classroom, but no distinction is made between levels of mastery.	Examples of student work are displayed in the classroom and are used to clarify the task and show distinctions between the levels of performance.	Examples of student work are displayed in the classroom and are used to clarify the task and show the distinctions between levels of performance. Students understand the differences and use the examples to improve future assignments.
State and/or national standards are not communicated to parents.	State and/or national standards are sometimes communicated to parents.	State and/or national standards are communicated to parents in multiple ways.	State and/or national standards are communicated to parents in multiple ways and parents are offered training in state and/or national standards.

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Element 2, Indicator 2.8: School leadership provides teachers and students with access to college and work readiness assessments in order to best plan high school courses of study.			
2.8 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
School leadership provides students no access to college and work readiness assessments in order to best plan high school courses of study.	School leadership provides some students access to college and work readiness assessments in order to best plan high school courses of study.	School leadership provides all students access to college and work readiness assessments in order to best plan high school courses of study.	School leadership provides students access to a full range of college and work readiness assessments (e.g., ACT prep, Work Keys, Explore, PLAN) in order to best plan high school courses of study.
School leadership provides students no access to college and career advisement in order to best plan high school courses of study.	School leadership provides some students access to college and career advisement in order to best plan high school courses of study.	School leadership provides all students access to college and career advisement in order to best plan high school courses of study.	School leadership provides all students access to college and career advisement and establishes a high school plan of study for each student.

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Essential Elements Rubric

Element 2, Indicator 2.9: All teachers and instructional teams analyze student work to target and revise instruction and curriculum, and to obtain information on student progress.			
2.9 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
Teachers and instructional teams do not analyze student work.	Teachers and instructional teams analyze student work, but results of the analysis are not used to revise instruction and curriculum.	Teachers and instructional teams analyze student work using performance level descriptions, and the results of this analysis are used to revise instruction and curriculum at the classroom level.	Teachers and instructional teams regularly analyze student work using performance level descriptions, and the results of this analysis are applied to target needed revision to the curriculum and instruction at the school level.
Teachers and instructional teams do not analyze student work to measure student growth over time.	Some teachers and instructional teams analyze student work to measure student growth over time.	Teachers and instructional teams regularly analyze student work to measure student growth over time.	Teachers and instructional teams regularly analyze student work to measure student growth over time, and results are shared with students.