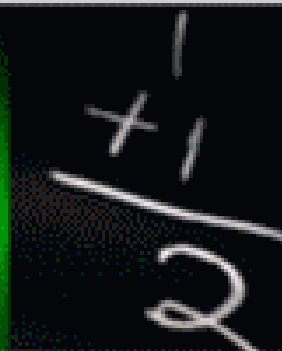
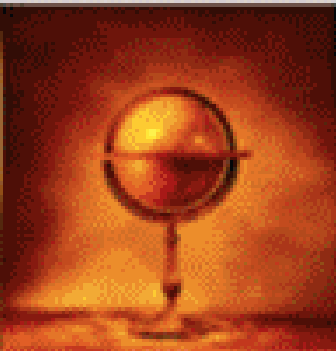
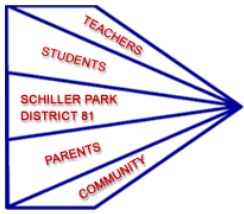


**Schiller Park
School District 81**

Board Retreat April 19, 2008 9:30 - 12:00





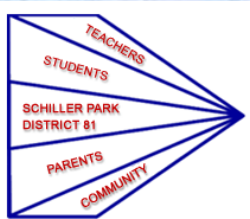
**Schiller Park
School District 81**

Rubrics: Process for Decision Making

In District 81 rubrics are used to make decisions. Rubrics are designed and utilized by administrators, teachers and students.

In this presentation, we will provide examples of rubrics used in District 81. Through the use of rubrics we maintain integrity in decision making across the district which in return provide focus and direction.





**Schiller Park
School District 81**

Student Rubric -

With guidance from their teachers, students create rubrics to evaluate their work. Student generated rubrics are used from K-8.

Name _____ Date _____

Rate-O-Meter



My behavior has been. . .



IN THE MIDDLE



My effort has been. . .



IN THE MIDDLE



I have been on task. . .



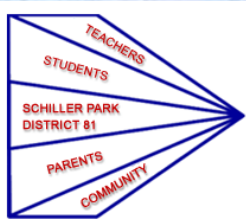
IN THE MIDDLE



Name _____

Japanese Relocation

| | Indicator | E | M | IP |
|----|--|--|--|--|
| 1. | Racism in Europe resulted in the Holocaust, while racism in the U.S. led to Japanese internment. (S.S. 14E) | I answered all five of the journal questions. I used text in my answers. | I answered two journal questions. I used text in my answers. | I answered less than two journal questions. |
| 2. | I can apply appropriate reading strategies to fiction and non-fiction texts within and across content areas. (L.A. 1C) | I properly filled out the graphic organizer. I found more than five kinds of text structure. | I properly filled out the graphic organizer. I found five kinds of text structure. | I properly filled out the graphic organizer. I found less than five kinds of text structure. |



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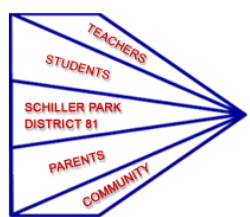
Teacher Rubric - Teachers generate rubrics based on the students instructional level.

Newspaper: Historical Newspaper 7th Grade

| CATEGORY | Exceeds | Meets | In Progress | Academic Warning |
|--|--|---|--|---|
| Articles: Major Events of Novel and time period (2A) | The relationship to main events in the novel and time period is clearly stated. Article shows significance of the event rather than tells through descriptive language. Article must be written in historical context and should contain accurate information from the novel or historical period. | Student must clearly summarize an item related to the main topic using the 5W's and 1 H. The article should contain accurate information from the novel or period of history. | Student does not clearly summarize an item related to the main topic using the 5W's and 1 H. Information is not accurate to novel or to the time period. | Article does not fit any of the descriptors given. |
| Advertisements (2A) | Student's advertisement clearly shows knowledge of the products used during the time period. Advertisement is more than just words. It gives a clear description through sensory details. | Student's advertisement shows knowledge of the products used during the time period. Advertisement is written in historical context. Information is accurate. | Student's advertisement shows a lack of knowledge of the products used during the time period. Advertisement is not written in historical context. Information is not accurate. | Advertisement does not fit any of the descriptors given. |
| Obituary (2A) | Article evaluates person or character's contribution/impact on the historical period/story. | Student's obituary shows knowledge of a person who actually lived and died during the time period and/or novel. Obituary states accurate information normally found in such an article. | Student's obituary shows limited knowledge and understanding of a person who actually lived and died during the time period and/or novel. Article does not state the accurate information normally found in such an article. | The article does not fit any of the descriptors given. |
| Writing - Organization (3B) (News Articles and Obituaries only) | Article or obituary has a clear beginning, middle, and end. The writing is interesting and uses information found in the novel and/or time period. | Article or obituary has a complete beginning, middle and end. The writing is informative but not especially interesting. The information used is found in the novel. | Article or obituary does not have a complete beginning, middle and end. The writing is informational but slightly confusing and not very interesting. The information is not all found in the novel; some of it is irrelevant. | Article or obituary does not have a clear beginning, middle and end. It does not have any structure and contains many unconnected ideas. Little to no research has been done. |

Basic Paragraph Rubric

| CATEGORY | Exceeds | Meets | In Progress | Academic Warning |
|---|--|---|--|--|
| Topic Sentence | Topic sentence is indented, focused, and creatively engages the reader with a hook. | Topic sentence is indented, clear, and focused | Topic sentence is indented and clearly on the topic. | Student has attempted to write a topic sentence. |
| Focus on Topic (Content) | There is one clear, well-focused topic. Main idea stands out and is supported by detailed information. | Main idea is clear but the supporting information is general. | Main idea is somewhat clear but there is a need for more supporting information. | The main idea is not clear. There is a seemingly random collection of information. |
| Transitions (Organization) | A variety of thoughtful transitions are used. They clearly show how ideas are connected. | Transitions clearly show how ideas are connected, but there is little variety. | Some transitions work well, but connections between other ideas are fuzzy. | The transitions between ideas are unclear or nonexistent. |
| Conclusion (Organization) | The conclusion is strong and leaves the reader with a feeling that they understand what the writer is "getting at." | The conclusion is recognizable and ties up almost all the loose ends. | The conclusion is recognizable, but does not tie up several loose ends. | There is no clear conclusion, the paper just ends. |
| Capitalization & Punctuation (Conventions) | Writer makes no errors in capitalization or punctuation, so the paper is exceptionally easy to read. | Writer makes 1 or 2 errors in capitalization or punctuation, but the paper is still easy to read. | Writer makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow. | Writer makes several errors in capitalization and/or punctuation that catch the reader's attention and greatly interrupt the flow. |
| Sentence Structure (Sentence Fluency) | All sentences are well-constructed with varied structure. | Most sentences are well-constructed with varied structure. | Most sentences are well-constructed but have a similar structure. | Sentences lack structure and appear incomplete or rambling. |
| Word Choice | Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, and the choice and placement of the words seems accurate, natural and not forced. | Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, but occasionally the words are used inaccurately or seem overdone. | Writer uses words that communicate clearly, but the writing lacks variety, punch or flair. | Writer uses a limited vocabulary that does not communicate strongly or capture the reader's interest. Jargon or clichés may be present and detract from the meaning. |



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Teacher Rubric - Teachers generate rubrics based on the students instructional level.

Name _____

Math Exemplar Rubric

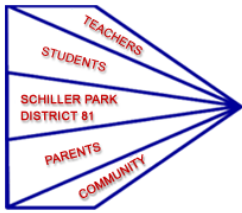


| Points | Criteria |
|--------|---|
| 4 | <ul style="list-style-type: none"> • Draws a picture related to the problem • Achieves a correct answer • Gives complete written and oral explanation with details of how they solved the problem including both how and why • Writes a correct number sentence • Labels pictures and answer appropriately • Provides detailed steps about how they solved the problem |
| 3 | <ul style="list-style-type: none"> • Draws a picture related to the problem • Achieves a correct answer • Gives complete written and oral explanation with details of how they solved the problem including both how and why • Writes a correct number sentence • Labels pictures and answer appropriately • Provides basic steps about how they solved the problem |
| 2 | <ul style="list-style-type: none"> • Draws a picture related to the problem • Attempts to solve the problem, but either makes a computational error or does not give a final answer • Gives some explanation of how they tried to solve the problem-either what was done or why it was done, but not both • Does not write a number sentence • Labels pictures or answer, but not both |
| 1 | <ul style="list-style-type: none"> • Draws a picture related to the problem • Gives no explanation of how they tried to solve the problem and does not give a final answer • Does not write a number sentence • Does not label any pictures or answers • Does not provide mathematical reasoning or thinking |

Exceeds 4 points
Meets 3 points
In-Progress 1-2 points

Southeast Region Study Project

| Requirements | Exceeds | Meets | In Progress |
|--|---------|-------|-------------|
| Research | | | |
| Used several resource | | | |
| Answered the required fact-finding questions | | | |
| Creative Product | | | |
| Clearly illustrates/discusses group's topic | | | |
| Is appealing/engaging to audience | | | |
| Compare & Contrast | | | |
| Includes the required amount of criteria for the comparison/contrast | | | |
| Understands their topic and accurately compares it to our Midwest region | | | |
| TOTAL | | | |



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Administrative/Teacher Rubric – Curriculum

Writing Rubrics were used to evaluate and select a writing curriculum

Washington School Writing Curriculum Rubric

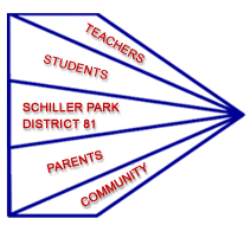
1. Unit of Study for Teaching Writing, Grades 3-5

| Writing Standards | Does not meet the needs of learners. | Meets the needs of some learners. | Meets needs of all learners. |
|---|--------------------------------------|-----------------------------------|------------------------------|
| 1. Includes mini lessons on the parts of speech. | | | |
| 2. Includes mini lessons on spelling, capitalization, and punctuation. | | | |
| 3. Exposes students to a variety of planning strategies including mapping, outlining, and drafting. | | | |
| 4. Includes mini lessons on organization of writing. | | | |
| 5. Includes mini lessons on expanding students' ideas. | | | |
| 6. Provides opportunities to write across all the genres (narrative, expository, and persuasive). | | | |
| 7. Includes mini lessons on writing to various audiences. | | | |

Pros:

Cons:



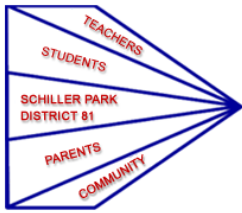


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Administrative Rubric – Evaluation

This rubric is designed to evaluate teachers based on the Charlotte Danielson’s *Enhancing Professional Practices: A Framework for Teaching*. This framework involves four professional domains which include planning & preparation, classroom environment, instruction, and professional responsibilities.

| Name | | Grade | Subject | Date | Time | 1 | 2 | 3 | 4 |
|--|--|---|---|-------------------------|----------------------------------|---|---|---|---|
| Domain 2: The Classroom Environment | | Teacher Signature | | | Administrator’s Signature | | | | |
| 2a: Creating an Environment of Respect and Rapport | | | | | | | | | |
| Unsatisfactory | Basic | Proficient | Distinguished | Example/Evidence | | | | | |
| Interaction between T & S are negative, inappropriate, sarcastic, put downs & conflict | Interaction appropriate, no conflict, but occasional insensitivity | Interaction warm and caring, respectful of cultural and developmental differences | Interactions highly respectful, genuine warmth & caring. Students model to others. | | | | | | |
| 2b Establish a Culture for Learning | | | | | | | | | |
| Low T commitment to the subject, low expectations for SA and little S pride in work | Minimal culture for learning, modest & inconsistent expectation for SA, little T commitment to subject, little pride in S work. T & S minimally “getting by” | S & T committed to subject and represent a genuine culture for learning, high expectations for SA, and S pride in work | S assume responsibility for establishing a culture for learning, takes pride in work, initiates improvements to product, and holds work to highest standard. T passionately committed to subject. | | | | | | |
| 2c: Managing Classroom Procedures | | | | | | | | | |
| Nonexistent or inefficient classroom procedures. Loss of instructional time. | Classroom routines and procedures are established yet inconsistent resulting in loss of <i>some</i> instructional time. | Classroom routines and procedures are established and run smoothly with <i>little</i> loss if instructional time. | Classroom routines and procedures are seamless in operation and S assumes responsibility for smooth function. | | | | | | |
| 2d: Managing Student Behavior | | | | | | | | | |
| S behavior is poor, no clear expectations, no monitoring S behavior and inappropriate response to S misbehavior. | T makes effort to establish standards of conduct, monitor S behavior, & respond to S misbehavior – efforts are not always successful. | T is aware of S behavior, clear standards of conduct, & respond to S misbehavior that respectful and appropriate. | S behavior is entirely appropriate, self-monitoring and self-setting expectations in regards to behavior. T is preventive and subtle when monitoring S behavior and is sensitive to individual S needs when responding to misbehavior.. | | | | | | |
| 2e: Organizing Physical Space | | | | | | | | | |
| Poor use of space, unsafe or inaccessible conditions. Furniture arrangement doesn’t match lesson activities. | Safe and essential learning is accessible to all S, but furniture partially supports learning activities. | Safe, learning accessible to all S; furniture arrangement supports learning activities. T uses physical resources well. | Safe and students contribute to ensure physical environment supports learning to all S. | | | | | | |
| Suggestions for Future Use | | | | | | | | | |



Schiller Park
School District 81

Summing up...

- When making decisions in District 81 we begin with the end in mind.
- Rubrics guide us through the decision making process. Through the use of rubrics the simplest to most complex decisions are made with integrity.
- When thinking about building a new middle school it will be essential to begin with the end in mind. A common vision of the ideal middle school will guide us through a thoughtful decision making process.

