

# Sanborn Regional School District Initiative Assessment

Directions: Review each initiative using the rubric. Initiative: \_\_\_\_\_ Date: \_\_\_\_\_

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Initiative Structure	Initiative has little or no elements of a consistent structure.	Some or all elements are evident, but only a few classrooms follow the structure	Consistency in format of initiative emerges in most classrooms especially in recent months	Most or all classrooms follow the format of the initiative; consistent inclusion of most elements
Content	The initiative is not aligned with the standards or the core curriculum found in the NH State Curriculum Frameworks and the Grade Level Expectations	The initiative is partially aligned with the standards or the core curriculum found in the NH State Curriculum Frameworks and the Grade Level Expectations	The initiative is mostly aligned with the standards or the core curriculum found in the NH State Curriculum Frameworks and the Grade Level Expectations	The initiative is fully aligned with the standards or the core curriculum found in the NH State Curriculum Frameworks and the Grade Level Expectations
Assessment	The initiative does not include an assessment component for students to demonstrate new knowledge or proficiencies	The initiative includes some use of assessment tools/processes for students to demonstrate new knowledge or proficiencies	The initiative includes several assessment tools/processes for students to demonstrate new knowledge or proficiencies	The initiative includes extensive use of diverse assessment tools/processes for students to demonstrate new knowledge or proficiencies
Evaluation	No plans exist to gather and use learner feedback and evaluation results to modify or update the initiative content or process	Limited plans exist to gather and use learner feedback and evaluation results to modify or update the initiative content or process, including limited plans to collect and analyze evidence of student achievement	Good plans exist to gather and use learner feedback and evaluation results to modify or update the initiative content or process, including limited plans to collect and analyze evidence of student achievement	Comprehensive plans exist to gather and use learner feedback and evaluation to modify or update the initiative content and processes including detailed plans to collect and analyze evidence of student achievement
Level of Implementation	Teachers are not using the initiative and are not seeking out information about the program	Teachers are using the initiative in a poorly coordinated manner and are making user friendly changes	Teachers are making few or no changes to the initiative and have established a pattern of use. Teachers are making some efforts to coordinated with others	Teachers are making deliberate efforts to coordinated with others in using the initiative and are seeking more effective alternatives to establish use of the initiative
Record	No documentation of initiative use	Some documentation is present yet descriptions are incomplete representations of the initiative	Substantial documentation of the initiative is evident; may have superficial conclusions	Record of initiative is complete; documentation shows insight or thoughtfulness
Overall	Elements of initiative are missing or indiscernible; valid judgment impossible with limited evidence of use	Sporadic or non-sequential use of initiative elements; evidence unorganized or insufficient; documentation is weak	Elements of initiative are evident and practiced consistently; quantity and quality of evidence is sufficient	Overall quality of initiative implementation is impressive; implementation of initiative elements contributes to quality of learning