

Data-Driven Instruction Survey

(Paul Bambick-Santoyo & New Leaders for New Schools)

The rubric is intended to be used to assess the present state of data-driven instruction and assessment in a school.

- 1 – No Implementation
- 2 – Beginning Implementation
- 3 – Proficient Implementation
- 4 – Exemplary Implementation

Data-Driven Culture		
Leader and teacher(s) complete data analysis meetings following the completion of the Interim assessment at the start of the year. (Assessment aligned to the curriculum).	/4	
Teachers and leaders undertake professional learning to understanding the curriculum and how to teach it successfully.	/4	
Detailed learning calendar that includes time for assessment, implementation, analysis, planning meetings, and re-teaching (flexible enough to accommodate re-teaching).	/4	
Teachers and leaders complete professional learning in the areas of student learning needs.	/4	
Teachers and leaders build by borrowing, they identify and implement best practices from high-achieving teachers & schools: visit schools/classrooms, share & disseminate resources/strategies.	/4	
Assessments	Literacy	Numeracy
Common Interim Assessments are completed each semester by all students that are aligned to the curriculum.	/4	/4
Exit Slips, reflections, teacher anecdotal records, etc are taken at the end of every lesson to assess learning.	/4	/4
Interim pre-assessments are used at the beginning of each teaching cycle; they define the roadmap for teaching.	/4	/4
Children are assessed at their learning ability not chronological age.	/4	/4
Students are re-assessed against previously taught standards each week.	/4	/4

Analysis	
Interim assessments are analysed and used to develop a semester learning sequence plan (Unit Plan).	/4
All learning is recorded weekly on the Continua of learning and analysed by teachers of that cohort.	/4
Teacher owned and coordinated analysis meetings.	/4
Assessments from each teaching lesson are analysed by all teachers of the cohort.	/4
Deep Analysis meetings: moves beyond “what” students got wrong and answers “why” they got it wrong.	/4
Action	
Teachers plan new lessons collaboratively to develop new strategies based on data analysis.	/4
Teachers implement an explicit teaching model of ‘I do, we do, you do’ or similar.	/4
Ongoing assessment at the end of each lesson are used to ensure student progress between interim assessments is occurring.	/4
Accountability: teachers and leaders review lesson/unit plans and give observation feedback driven by the action plan and student learning needs.	/4
Engaged Students know the end goal, how they did, and what actions they are taking to improve.	/4
TOTAL	/100

STOP AND JOT

Reflections and Actions from the Data Driven Survey.