



BUILDING
A CULTURE
OF EFFICACY

EMAL

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EAA Classroom Implementation Rubric

Formative Assessment Process in Action

EAA Classroom Success Criteria			
1) EVIDENCE	NY	S	E
Learning Intentions (LI) & Success Criteria (SC)			
Students can articulate learning intentions & success criteria			
Students engage in co-construction of the success criteria with their classmates and teacher			
Students can identify success criteria in student work samples & exemplars			
Students reflect regularly using essential questions connected to big ideas			
Assessment Tools			
Criteria based tasks are developed and are aligned to the focus standards (check-lists, rubrics)			
Exemplars are annotated by success criteria and are visible to students (note-books, LMS, classroom environment)			
Samples of student work are used to clarify success criteria			
2) ANALYSIS			
Peer & Self-Assessment, Feedback			
Students use rubrics/check-lists when engaged in self assessment and peer assessment			
Students get regular practice applying the success criteria			
Students can identify success criteria in each other's work			
Students can give feedback based on the success criteria in a respectful manner			
Students engage in reflective dialogue with peers and teacher based on rubrics/check-lists			
Students get regular feedback from teacher to lift the accuracy of their self and peer assessments			
3) ACTION			
Goal Setting, Revision, Feedback, Tracking System			
Students reflect on their strengths and next steps based on feedback from peer/self- assessment & teacher			
Students create SMARTER personal learning goals based on feedback			
Students revise assessment based on feedback tied to rubric/check-list			
Students keep track of their progress and mastery of Focus Standards (they have a way to organize their learning)			

NY = Not Yet S = Sometimes E = Evidence

Ten Purposeful Protocols

PROTOCOL	PURPOSE
EAA Classroom The formative process in action	Outlines the success criteria for teachers to support deep implantation of the formative process based on the 5 core formative practices.
Unpacking for Success Getting to Know Standards	To get to know the standards: cognitive demand, learning progressions, relevance, big ideas and essential questions and key competencies. This protocol also supports designing criteria based tasks and lesson planning.
Calibration Collaborative Scoring to Develop Inter-Rater Reliability.	To ensure that all members have a shared understanding of what proficient is. Calibration increases inter-rater reliability.
EAA Team Meeting Analysis of Student Work	To analyze student work to determine collective actions connected to the formative practices and the VL research.
Check In Monitoring Collective Actions	To "Check In" on collective actions. To replicate successful actions and to make mid-course corrections when our actions aren't working.
Micro-Teaching Video-Inspired Practice Teaching	Microteaching is organized practice teaching that provides Impact Team members the opportunity to try out small parts of lessons and/or strategies specific to the formative assessment process using video. Video can be open source or teacher developed.
Lesson Study Evidence-Based Collaborative Planning	Lesson study is a form of long term professional learning in which teams of teachers collaboratively plan, research and study their lesson instruction as a way to determine how students learn best.
Peer Coaching Amplifying Models of Success	Teachers work in partnerships to learn how to implement strategies to support student ownership and agency.
Case Study Investigation of a Specific Demographic Group	A research method involving an up-close, in-depth, and detailed examination of individual students.
Evidence Walks Teacher-Led Instructional Rounds	To gather evidence of success based on a school's focus through by analyzing low inference notes.

Impact Team Inquiry Blueprint

IDEATE

Based on the evidence, what practice would we like to strengthen?

Example: Self and Peer Assessment with Classroom Discussion

Why do we want to get better at this? What does the research say?

What resources do we need to learn more about this? What expertise resides in our team?

How will we share our impact?

Our Capacity | Teacher Voice

DESIGN • EVIDENCE

Focus Standards

Example: Determine a theme or central idea of a text and analyze in detail its development over the course of the text.

Student Work • Products & Performances

- **Quick Write: CER for Theme**
- **Socratic Seminar**

Student Voice

- **Interview**
- **Focus Groups**
- **Student Reflections**
- **Peer Review**
- **Climate Survey**

Observation

Video

ENVISION SUCCESS

If students are involved deeply in this practice they will be:

Thinking

Feeling

Saying

Doing

If our team is engaged deeply in this practice we will be:

Thinking

Feeling

Saying

Doing