

Figure 4.11:  
Proficiency Map Rubric

	Level 1 Beginning	Level 2 Attempting	Level 3 Practicing	Level 4 Embracing
Structure	<p>Teams number units without using names. The time line is absent, has too many days listed, or only lists instructional days.</p> <p>Teacher teams do not reference the document when planning.</p>	<p>Teams number and name units and indicate the number of days for each unit. The corresponding end dates may or may not be absent.</p> <p>Teacher teams glance at the document when planning, but do not make modifications.</p> <p>Teachers may be in different places in their pacing.</p>	<p>Teams name units so that the scope is clear. They list the total number of days including instruction, assessment, and intervention with end dates. There are fewer days than the school calendar to account for additional interventions, weather, field trips, and so on.</p> <p>Teams reference the map and teachers pace themselves similarly.</p>	<p>Teams reference the document at the start of each new unit and make any necessary adjustments to pacing. Teams also make adjustments in pacing and end dates any time additional days are necessary for student learning. They make choices to be sure they teach all standards by the end of the year.</p>
Standards	<p>Teams list only the number of the standard. They list when they teach standards rather than when they expect proficiency and more than once without clarifying why. They copy standards from the curriculum materials without discussing them.</p> <p>Teams skim the map and do not use the full standard when planning.</p>	<p>Teams list the standard number and a brief phrase. They list the same phrase if they list a standard more than once, so it is unclear which part students will be proficient with. They list standards when they teach them instead of when they expect proficiency. Too many standards are in one unit. They give equal importance to all standards.</p> <p>Teams make the map but seldom reference it.</p>	<p>Teams list the standard number and a brief phrase. They place standards according to when they expect proficiency. If they list a standard more than once, it has an asterisk and clearly identifies which part students will be proficient with in each unit. They place the standards with secondary emphasis on the curriculum materials.</p> <p>Teams reference the standards when planning units and discuss how to emphasize the priority standards identified.</p>	<p>Teams consistently reference the map and make adjustments to pacing and standard learning as necessary. They use the standards to make decisions related to assessment. Some standards may receive less emphasis in order to make sure students have the opportunity to learn all of the priority standards before the end of the year.</p>