Figure 5.17:
Data-Analysis Rubric

	Level 1 Beginning	Level 2 Attempting	Level 3 Practicing	Level 4 Embracing
Gathering Data to Analyze	Teams compare team data from different assessments, assessments that they administer in different ways, or assessments that they grade with no scoring agreements. Teams analyze the data too long after giving the assessment. Teams analyze data for a few teachers who gave the assessment each unit. Teams collect class or student averages instead of proficiency data. Or each team member brings different data to analyze (by test item, standard, or class average, or the overall test).	Teams wait until all teachers have given the assessment and then analyze the data. This means some students have the data immediately and others wait a long time. All teachers give the common assessment within a five-day window. Teams gather their own data and determine the percentage of students who are proficient, but do not collect it in one location to visually show others on the team and discuss as a team.	Teams analyze data quickly after giving the assessment. Team members immediately grade the common assessment using common scoring agreements. All teachers give the common assessment on the same day so they can include all student data in the analysis. Teams collect all data in a central spreadsheet or Google Doc so the data are available to all team members.	Teams analyze data quickly and teachers calibrate their scoring using samples of student work. Teams gather all data and collect them effectively for future use.
Analyzing Data	Teachers verbally relate their data or only give descriptions (such as, "My students did well") without visually looking at team numbers and do not have teachers' data in a central location. After they share data, teams have limited to no conversation and instead move on to planning the next unit.	Teams only look at individual students and miss the teacher and team data or only analyze the teacher and team data without looking at individual students. Teams respond by trying to reteach everything or ignoring enrichment for students who are already proficient. Teams might also insist on taking extra days for intervention after every unit instead of using a schoolwide intervention or weaving the content into the next unit.	Teams look first at the percentage of students who are proficient on each standard or learning target by teacher and as a whole team and then look at each student and each standard. Teams use a protocol to identify the strengths and weaknesses of learning in each classroom and by student to plan for effective interventions and enrichments, as necessary. Teams analyze and modify instructional practices.	Teams efficiently gather and analyze data and record their results for future use within the school year and the following year. Not only do teachers look at the trends in student work to make targeted intervention and enrichment decisions, but students also analyze their data and self-reflect on their progress. Teams use the data to promote a growth mindset in students.