

Implementation Rubric of KCAS

English/Language Arts and Literacy in History/Social Studies, Science and Technical Subjects

District Name:				Date completed:	
	Not Yet Established (1)	Initial Implementation (2)	Developing Implementation (3)	Continuing Implementation (4)	Moving Beyond (5)
Knowledge of Standards	Lack of awareness of KCAS content standards. Insufficient knowledge of ELA strands and strategies to teach the KCAS.	Limited understanding of the KCAS content standards. Limited knowledge of ELA strands and strategies to teach KCAS.	Developing understanding of the KCAS content standards. Developing knowledge of ELA strands and strategies required to teach KCAS.	Full knowledge of the KCAS content standards. Awareness of ELA strands and appropriate instructional strategies.	Application of knowledge of KCAS in the instructional setting. Integration of ELA strands and implementation of appropriate instructional strategies in classrooms.
Literacy in History/Social Studies, Science, and Tech. Subjects	Lack of awareness of KCAS content standards. Insufficient knowledge of ELA strands and strategies to teach the KCAS.	Limited understanding of the KCAS content standards. Limited knowledge of ELA strands and strategies to teach KCAS.	Developing understanding of the KCAS content standards. Developing knowledge of ELA strands and strategies required to teach KCAS.	Full knowledge of the KCAS content standards. Awareness of ELA strands and appropriate instructional strategies.	Application of knowledge of the KCAS in the instructional setting. Integration of ELA strands and implementation of appropriate instructional strategies in classrooms
Vertical shifts in scaffolding rigor, and content	No knowledge of the vertical grade progressions.	Limited knowledge of the vertical grade progressions Limited knowledge of the shifts in rigor or content.	Knowledge of vertical grade progression, but limited understanding of how it relates to rigor, content and/or scaffolding in K-12 learning.	Full knowledge of vertical grade progression, including shifts in rigor, content, and scaffolding, and how it relates to K-12 learning.	Application of knowledge of vertical grade progressions, including vertical teaming, alignment of instructional practice, and attention to shifts in rigor, content and scaffolding.
Material Alignment to KCAS Content & Practices	Alignment between KCAS and current instructional materials is unknown.	Examination of alignment between KCAS and current instructional materials is underway, but possible resource needs have not been identified.	Alignment between KCAS & current instructional materials is known, but materials have not yet been obtained to fill identified gaps in content and learning experiences.	Instructional materials are aligned to the content standards and are being utilized in each classroom.	Materials aligned to the KCAS are being effectively utilized, with a focus on materials that allow teachers to differentiate learning experiences to meet the academic needs of all students.

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Instructing KCAS Content Standards	Teachers are not teaching the KCAS, and are not expected to do so.	Teachers are expected to make initial steps in KCAS implementation; progress toward KCAS implementation is minimal in classrooms.	Teachers are expected to teach to the KCAS, and are partially implementing the KCAS content in their classroom.	Teachers are expected to teach to the KCAS, and are fully implementing the KCAS content in their classroom.	Teachers are fully implementing the KCAS in their classroom and using knowledge of the standards to extend/remediate student learning as evidenced in progress monitoring.
Integrating the 4 literacy strands (Reading, Writing, Language, Speaking & Listening)	The four strands are not integrated in the classroom. Strands are taught in isolation.	Integration of the four strands lacks purpose and results in limited effectiveness.	Integration of the four strands is intentional; however, effectiveness is inconsistent.	Integration of the four strands is intentional and effective. Teachers are able to show evidence of this through student work.	All four strands are intentionally and effectively integrated in the classroom. Classrooms serve as models for other teachers. Teachers collaborate to develop and share clear understanding of connections between strands.
Assessment	Assessments aligned to KCAS have not been created or identified.	Assessments “matched” or correlated to KCAS have been partially created and/or implemented. There is little follow through on these assessments.	Assessments aligned to KCAS are being implemented. Data analysis to inform instruction is in the initial stages.	All assessments aligned to KCAS are being used to monitor student achievement and make necessary adjustments in instruction. Data analysis informs and differentiates instruction.	Assessments aligned to KCAS are consistently/accurately being used to inform and differentiate instruction and to evaluate program effectiveness. Teachers making on-going adjustments.
Professional Development	Needs assessment has not been done. There is no clear PD plan in place.	Needs assessment has been completed and the PD plan is under development. Plan may include isolated events with limited long term focus on implementing the standards and sustaining growth.	PD plan has been determined and includes training over an extended period of time. Relevant resources and materials identified. Focus on implementing the standards with some resources is evident.	An effective PD plan is being implemented and monitored with relevant resources and materials to address identified professional learning needs. Focus on implementing the standards and connections with support resources are evident.	Evaluation tools are in place to monitor the effectiveness of the PD to revise accordingly. Focus on implementing the standards and connections with support resources and sustaining professional growth are evident.
Next Steps for Implementation:					