Rubric Scoring Workflow Overview

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| Action | Observation Status |
| Principal takes notes while observing in the classroom | What do principals use to take notes during observation?   * Word * Physical Notepad * eVAL * Other? |
| Principal transfers notes into eVAL. | How does he do this?   * Enter the notes in the “Observation Notes” and then align the notes to the Instructional Framework rubric components? * Enter the notes directly into the Instructional Framework rubric component’s Evidence/Notes section? |
| Do you score at the rubric component level? |  |
| What is the process of arriving at a score? | * Does your district have guidelines on “best-practice”? |

Here is our proposed “Best Practice” workflow

1. Principal takes notes while observing in the classroom.
2. Principal inputs the notes into eVAL Observation Notes.
3. Principal aligns the Observation Notes to rubric components in the Instructional Framework.
4. Principal reviews the rubric component and the aligned Observation Notes and performs the following action one or more times (we are calling this step “Aligning Evidence”):
   1. Selects a “Rubric Statement”: the principal selects a section from the rubric descriptor text that represents the teacher’s level of performance.
   2. Create an “Evidence Statement”: the principal selects one or more of the aligned Observation Notes as supporting evidence for the selected rubric statement.
5. Principal reviews the Rubric Statement/Rubric Evidence items and determines a performance level for the rubric component.

The output of this process is a rubric component with a performance level and one or more “Alignment Evidence” items. This model works well because we can duplicate this process across all eVAL items that are scored and then we can aggregate all of the “Aligned Evidence” on the final summary screen.

In contrast, in the current version if eVAL, principals only have the general “Evidence/Notes” input area where the rubric statements and supporting evidence are just free-form text.

Questions:

* We would like to get input on what your district’s process is and whether there is still a need the general “Evidence/Notes” model.
* Do you ever select less than the whole rubric descriptor from a performance level for you rubric statement? Would it be beneficial to allow the principal to just click on the rubric descriptor performance level that he wants to use as the Rubric Statement?
* Can we restrict the selected rubric descriptor text to be at a minimum a sentence? Or a single paragraph?
* Is your practice that the supporting evidence must come from the Observation Notes only, or can the principal enter narrative text?