

Construct Map, Stage of Adoption (A)

Characteristics of respondent	Level	Possible item responses
<ul style="list-style-type: none"> has introduced to students; students have access to rubric regularly and consistently using high perceived proficiency recognizes (formally) alignment to course, dept, building and district learning objectives 	Confirmed / Using	"I have used the rubric intensely in class already." "I plan to keep using this rubric."
<ul style="list-style-type: none"> has introduced rubric to most students has implemented or has immediate plans to do so moderate to high perceived proficiency recognizes (informally) alignment to course, dept, building and district learning objectives 	Implemented / Prepared	"I have used the rubric minimally in class." "I have made the rubric available to students, but have not used it yet."
<ul style="list-style-type: none"> has not introduced yet, but has set plans to do so OR has introduced and/or used but no immediate plans to use again moderate to low perceived proficiency recognizes (informally) alignment with building and district objectives; may not have aligned in dept or courses yet 	Decided / Preparing	"It has not been appropriate to use the rubric in class yet, but I plan to at the first opportunity."
<ul style="list-style-type: none"> has rough plans to implement use; loose or no time schedule planned feels more training is needed low perceived proficiency recognizes (informally) alignment to district learning objectives 	Persuaded / Organizing	"I would like to use the rubric in class, but require more training." "I would like to use the rubric, but would like to make changes to it."
<ul style="list-style-type: none"> may see benefit to rubric, but no plans to use in own classroom feels the rubric is not applicable to learning objectives for the course, department or building may feel that teacher autonomy is threatened 	Informed, but not persuaded / Avoiding	"The rubric is OK, but it doesn't fit my content." "The rubric is OK for others, but I won't use it." "There is too much work involved to implement." "I will never use the rubric." "This rubric restricts my autonomy as a classroom teacher."

Demographics Collected

1) Content area: <hr style="border: 0; border-top: 1px solid black; margin-top: 5px;"/>
2) Years of professional experience: <hr style="border: 0; border-top: 1px solid black; margin-top: 5px;"/>
3) Years of in-district experience: <hr style="border: 0; border-top: 1px solid black; margin-top: 5px;"/>

Outcome Space/Scoring Rubrics

q8. (MC) Characteristic: Use of teacher plan time

Stem: This rubric has _____ my lesson and assignment planning.

Choice	Level
made more efficient	Confirmed / Using
been helpful in	Implemented / Prepared
had an unnoticeable/inconsequential effect on	Decided / Preparing
been inhibitive to or a time burden on	Persuaded / Organizing
had no effect (because I have not spent any time preparing to use the rubric)	Informed, but not persuaded / Avoiding

q12. (OE) Characteristic: Changes and adaptations already made

What kinds of changes or adaptations have you made in your instruction or assessment practices because of this rubric?

Characteristic(s) of Response	Level
	Confirmed / Using
<i>instruction and grading practices have both been adapted</i>	Implemented / Prepared
<i>planning OR grading practices have been adapted</i>	Decided / Preparing
<i>no changes made yet (but plans to do so)</i>	Persuaded / Organizing
<i>no changes made and no mention of plans to do so</i>	Informed, but not persuaded / Avoiding

q13. (OE) Characteristic: Frequency of use

Approximately how many times do you plan to use this rubric as a feedback tool for your students in this academic year? (Include all prior uses and planned uses, even if they are not firm plans.)

Characteristic(s) of Response	Level
	Confirmed / Using
<i>multiple times (more than 4)</i>	Implemented / Prepared
<i>a few times (3-4)</i>	Decided / Preparing
<i>2 times (NOTE: this is the required amount)</i>	Persuaded / Organizing
<i>0-1 time</i>	Informed, but not persuaded / Avoiding

q14. (MC) Characteristic: Firmness of plans

Stem: I plan to use the rubric _____.

Choice	Level
continually; it is already in consistent use	Confirmed / Using
sporadically; I have already used it at least once	Implemented / Prepared
sometime in the immediate future (next four weeks)	Decided / Preparing
sometime this school year	Persuaded / Organizing
not in this school year	Informed, but not persuaded / Avoiding

q15. (MC) Characteristic: Frequency of use (instructional time)

Stem: I plan to use this rubric for _____ % of formal writing assignments this year.

Choice	Level
76-100	Confirmed / Using
51-75	Implemented / Prepared
26-50	Decided / Preparing
1-25	Persuaded / Organizing
0	Informed, but not persuaded / Avoiding

q16. (MC) Characteristic: Student access to tool

Stem: My students have _____ this tool.

Choice	Level
immediate and constant access to	Confirmed / Using
received a copy of (prior to an assignment or as feedback)	Implemented / Prepared
seen or heard about	Decided / Preparing
not heard about, but may soon hear of	Persuaded / Organizing
not been informed and will not be informed of	Informed, but not persuaded / Avoiding

q17. (MC) Characteristic: Recognition of alignment to learning objectives

Stem: How thoroughly have you thought about using this rubric and learning objectives in your classroom?

Choice	Level
I have formally aligned this rubric with my course objectives.	Confirmed / Using
I am confident that use of this rubric meets my course learning objectives, but I have not formally aligned them.	Implemented / Prepared
Use of this rubric meets my department's learning objectives (formally or informally).	Decided / Preparing
Use of this rubric fits building and/or district learning objectives.	Persuaded / Organizing
This rubric does not meet any formal learning objectives.	Informed, but not persuaded / Avoiding

q18. (MC) Characteristic: Perceived proficiency

Stem: I am _____ prepared to adopt the use of this rubric in my classroom.

Choice	Level
wholly (I can even explain its use to colleagues and students!)	Confirmed / Using
adequately	Implemented / Prepared
somewhat unprepared	Decided / Preparing
	Persuaded / Organizing
totally unprepared	Informed, but not persuaded / Avoiding

q19. (OE) Characteristic: Perceived proficiency

Do you feel that you are in need of further explanation or training before implementing this in your classroom?

If so, in what ways do you feel that you are not yet adequately prepared?

If not, where did you acquire the skills necessary? (check all that apply)

pre-service training out-of-district PD in-district PD professional practice

other: _____

Characteristic(s) of Response	Level
	Confirmed / Using
<i>may indicate that more training is needed, but not so much that they cannot immediately begin (or continue) using the rubric</i>	Implemented / Prepared
	Decided / Preparing
<i>indicates that necessary skill-set is not complete and requires training before using the tool in their classroom</i>	Persuaded / Organizing
<i>may indicate <u>complete</u> lack of proficiency OR simply that preparation will be a "waste of time"</i>	Informed, but not persuaded / Avoiding

q29. (MC) Characteristic: Firmness of plans

Successful integration is probable in _____.

Choice	Level
regularly in all of my courses	Confirmed / Using
sporadically in all of my courses	Implemented / Prepared
regularly in at least one of my courses	Decided / Preparing
sporadically in at least one of my courses	Persuaded / Organizing
none of my courses	Informed, but not persuaded / Avoiding

q31. (MC) Characteristic: Frequency of use (instructional time)

I plan to use this rubric _____.

Choice	Level
whenever possible, no matter what	Confirmed / Using
whenever possible, within constraints on classroom and/or planning time	Implemented / Prepared
	Decided / Preparing
whenever required by administration	Persuaded / Organizing
never	Informed, but not persuaded / Avoiding

q33. (MC) Characteristic: Perceived proficiency

I feel prepared to use this in class as soon as _____.

Choice	Level
now!	Confirmed / Using
very soon (within a week)	Implemented / Prepared
soon (1-4 weeks)	Decided / Preparing
someday (more than 4 weeks)	Persuaded / Organizing
never	Informed, but not persuaded / Avoiding

q34. (MC) Characteristic: Changes and adaptations already made

In general, what kinds of adaptations to plans have you made in order to adopt the use of this tool?

Choice	Level
long-term, permanent changes	Confirmed / Using
long-term, flexible changes	Implemented / Prepared
short-term, flexible changes	Decided / Preparing
	Persuaded / Organizing
none	Informed, but not persuaded / Avoiding

Split-Halves Form Map

Item / Characteristic	Form A1	Form A2
q8. (MC): Use of teacher plan time	X	
q12. (OE): Changes and adaptations already made	X	
q13. (OE): Frequency of use		X
q14. (MC): Firmness of plans	X	
q15. (MC): Frequency of use (instructional time)		X
q16. (MC): Student access to tool		X
q17. (MC): Recognition of alignment to learning objectives	X	
q18. (MC): Perceived proficiency	X	
q19. (OE): Perceived proficiency		X
q29. (MC): Firmness of plans	X	
q31. (MC): Frequency of use (instructional time)		X
q33. (MC): Perceived proficiency	X	
q34. (MC): Changes and adaptations already made		X