Identifying Exemplar Maps Rubric

Ranking Descriptors/Definitions		
0	**Undeveloped**	Content seems to be largely dumped without any reflection or evaluation; No distinction between possible and guaranteed instructional content; Generally not helpful to the individual instructor or broader school-wide curriculum efforts.
1	**Contributed**	Content seems to be largely drawn from relevant portions of pre-processed instructional resources; Still little differentiation between possible and guaranteed. May provide some support or insight to both the efforts of the instructor and the broader review of school-wide curriculum
2	**Processed**	Content seems to have been provided in a thoughtful and reflective way; Efforts to record guaranteed (not just possible) instructional content; Clear efforts to follow specific requirements, but lacking in evidence of refinement from broader curriculum efforts.
3	**Refined**	Content choices seem to have been influenced by the broader instructional goals of the school or instructional area; Evidence of clear input by the broader instructional team (some refinement based on other curricular data).
4	**Designed**	Content seems to be owned by the instructors and supported by standards and resources. Evidence of advanced reflection and refinement (uniquely enhanced instructional components); Reinforcement, review, and integration of "guaranteed" concepts from other courses and areas are emerging.
5	**Exemplary**	Content is clearly unique to the school, the instructor, and the students; It is clearly refined and able to be used to promote instructional growth from novice to master; expanded use of reinforcement, integration, and differentiation techniques are evident.

Directions: Using the ranking descriptions above, review any map and indicate your findings. The map should be reviewed on its own merit and in the context of other maps within the program/subject area where the course map is located. Consider how companion reports might be helpful in your specific review. It is helpful to observe the following:
- The Goal/Area is provided to connect the mapping content to a specific curriculum mapping goal or phase the descriptions are pointing toward. Cross referencing the description provided with the broader philosophies of each area might be helpful.
- The Criteria portion of the rubric is pointing toward overall practices and outcomes of each mapping goal. They are too broad to be ranked.
- The Exemplar Description area breaks down the criteria into observable pieces. Flexibility in how you rank each should be based on how well the observed content is meeting the broader goal or the more specific criteria.

Goal/Area	Criteria	Exemplar Description	Rank (0-5)
Goal 1: Articulation - the course map is clearly articulated for both instruction and collaboration.			
	Course Outlines: Attempts to clearly outline a sequential and specific conceptual framework for the course are evident.		
		Unit titles are sufficiently defined and limited (approximately 10-15 units; more or less is acceptable but should still promote the larger goals of the map and course)	
		Unit titles are conceptual and unique (i.e. - "Adding Fractions of Two Digits" vs "Fractions")	
		Unit titles are listed sequentially and non-repeating (**Note:** Unit titles of similar concepts can run simultaneously as long as they are clarified with unit timelines and still unique; ie. - a "Spelling" unit should not be listed as occurring all year.)	
	Standards Alignment: A framework of state or national standards have been incorporated to provide guidance about instructional decisions.		
		Each unit has supporting standards which have been sufficiently limited (3-5).	

		(When benchmarks aren't present, the unit is still supported by school mission.)	
		Benchmarks are offered in both a guaranteed (A) and possible (I) way.	
		Benchmarks are neither overly covered nor clearly missing from instruction.	
		ArticulationTotal:	_____/30

Goal 2: Clarity - the course map displays the essential elements and refinement to support teacher clarity practices.

	Learning Outcomes: Student-focused learning outcomes are clearly defined (i.e. - Essential questions, Learning Targets, Objectives, etc.).		
		Learning outcomes are sufficiently limited (approx. 3-5) and broad enough to capture the essence of the unit.	
		Learning outcomes encourage inquiry rather than predetermined products.	
	Instructional Strategies: Intentional, research-based instructional strategies are clearly defined in useful ways.		
		Clear instructional methods or approaches are listed along with the specific content to be worked with. **Example:** Brainstorming (method): Types of Mammals (content).	
		Map reports only high level instructional strategies helpful to both the instructor and the broader instructional team. More basic and assumed instructional practices are omitted. **Example:** "Drill & Practice key vocabulary" should be assumed to be a basic practice.	
	Assessment Strategies: Intentional, research-based assessment practices are detailed in clear and useful ways.		
		Specific methods or approaches are listed for BOTH formative and summative assessments along with the specific content to be assessed. **Example:** Exit ticket (method): What is your favorite mammal? Explain why.	
		Void of assumed/generic assessment practices (i.e. - "Quiz 2" etc.)	
	Resources: Useful and relevant resources are collected for current teachers and broader school-wide reference.		
		Text-based descriptions of specific resources are provided (should be minimal if attachments are being made).	
		Clear attempts to attach relevant resources (in their most relevant fields) are made.	
		ClarityTotal:	_____/40

Goal 3: Legacy - the course map clearly fits into a school-wide course of study and points to specific elements of the school's mission.

	Legacy Enhanced through Clarity (Faith-Learning): Efforts to identify, guarantee, and instruct relevant faith-learning content have been made.		
		Clearly-defined, student-oriented faith-learning concepts are included.	

		Faith-learning concepts are sufficiently limited (1-2 per unit) indicating a guaranteed vs. possible approach.	
		Faith-learning concepts impact other areas of the instructional plan (learning targets, resources, assessments, etc.)	
	Articulation connected to Legacy: Evidence shows that the course does not stand alone, but is part of the broad, school-wide effort to educate.		
		Course information area contains connections to broader school mission (i.e. - philosophy statement, biblical-worldview connections, etc.)	
		School-wide faith-learning connections are made (Biblical standards, ESOs, faith-learning connections)	
		Unit timelines are employed.	
	Clarity connected to Legacy: Both within each unit and within the course as a whole, the purpose of the course is tied to the mission of the school.		
		Each field shows evidence of relevant, strategic, and student-focused planning.	
		Intentional efforts to point toward school mission are evident consistently from unit to unit (Faith-learning or similar fields)	
		LegacyTotal:	_____/40

Evidence of Phase 2 and Phase 3: Clear efforts to review, refine, and reflect on mapped data both individually and more broadly as an instructional team.

	Phase 2-3 Articulation Efforts: Maps concepts evidence a "settled" instructional plan.		
		Widely used course information area (in the subject area)	
		Primary textbooks are included (for the subject area)	
		Unit titles are specific to the grade (not repeated or repeatable at other grade levels)	
		Benchmarks are listed in a guaranteed (not possible) way	
	Phase 2-3 Clarity Efforts: Clarity/template fields indicate advanced instructional planning, review, reflection, and refinement practices most often the result of targeted PD and coaching		
		Units (clarity fields) have been recently updated (see date stamp) within the last instructional year	
		All clarity/template fields are completed in a limited (Less is More!) and useful (to both teacher and others) way; free of generic instructional methods (i.e - cover, test, quiz, complete, etc.)	
		All clarity/template field content is clear and unique (non-repetitive)	
		All clarity/template fields are student focused or use student-focused language	
		Units demonstrate advanced refinement based on information available around it (integration, connection, reinforcement, etc.)	

	Phase 2-3 Legacy Efforts: Evidence of advanced instructional practices and instructors most often the result of targeted PD and coaching	
	Advanced and consistent efforts toward essential questions, instructional and assessment strategies are evident across the subject area.	
	Opportunities for integration have been noted and guaranteed (through benchmarks and/or in the template fields)	
	Map shows clear potential to serve the instructional efforts of both the current teacher(s) and future or outside educators.	
	Advanced and innovative instructional approaches are displayed (PBL, STEM/STEAM, etc.) through an expanded template.	
	Phase 2 & 3Total:	_____ /65

Final Ranking and Feedback:

After compiling the rankings for each section above, transfer the scores to the table below. Then, identify which final ranking category the map would fall into. Finally, in the feedback portion, provide one or two specific steps the mapping editor could take to increase the map's value moving forward.

Mapping Goal	Accumulated Outcome	Out of	**Final Ranking**
Articulation		30	Undeveloped (0-30)
Clarity		40	Contributed (31-60)
Legacy		40	Processed (61-90)
Phase 2 & 3		65	Refined (91-120)
Total		**180**	Designed (121-150)
			Exemplar (151-180)

Feedback (Possible Next Steps):

As the result of the findings above, it is recommended that the editor of this map prioritize the following:

If you would like more ideas to consider, find your map ranking below, and use the included recommendations to move maps from one ranking level to the next:

- **Undeveloped maps** are maps that have largely been adopted or created with little eye toward guiding, overarching instructional decisions. They are inconsistent, unclear, perhaps even non-sequential. Articulation

needs to be your priority at this level. The process to begin moving toward a map that contributes to school-wide curriculum could include these specific next steps:

- ○ **Articulation Related (Defining Units):** Redesign unit titles to achieve a common "cruising altitude" of 10-15 units per course. Ask the editor to draft a list of the key concepts they plan to include in the course in the order they will cover them. For now, encourage the editor to ignore the extraneous concepts (which will be reviewed, explored, or otherwise covered on a more optional basis) and seek to develop a report of exactly what they are teaching in their course as opposed to a report of what the textbook provides or what someone else might be doing or have done.
  - ○ **Articulation Related (Defining standards/benchmarks):** Begin identifying 3-5 relevant and guaranteed standards for each unit to see how well the 10-15 units will achieve the recommended goals of the course; use relevant reports to review standards coverage data and begin making revisions to the course outline as necessary.
  - ○ **Clarity Related:** Clarity fields should not be prioritized until articulation is more clearly refined; if data is collected here, it should be in terms of content that has to be included in the course. While clarity is likely being practiced to some degree if school is in session, there is little value collecting those practices in the map as it currently exists.
  - ○ **Legacy Related:** Unfortunately, the academic goals of a school along with other mission-centric initiatives cannot be clearly observed in the context of instruction until the basic instructional framework is defined. There is not enough content to evaluate legacy. If any data collection is engaged in at this level, it should be done only in terms of what must be done no matter what.
- ● **Contributed maps** are maps where the content is more relevant, specific, and coherent. It is more reflective of specific instructional practices in the course, but it may lack clear ownership by the instructional designer. It might be overly reflective and inclusive of the textbook material. Moving from a map that contributes basic school-wide curricular data to a more supportive and processed map, consider these specific next steps:
  - ○ **Articulation Related:** Limit the course outline (unit titles) into clear, conceptual, and unique unit titles (perhaps not as closely connected to chapter titles) and refine standards alignment to focus on guaranteed, rather than possible, to fit that refined outline. Teachers should be reporting not what the text recommends as possible but what reflects their plan to guarantee in their instruction (3-5 assessed benchmarks per unit is a recommended target).
  - ○ **Clarity Related:** Begin backing away from excessive reporting in your clarity/template fields and embracing "Less is More!" Report only what you know works and what is useful to you and to instructors around you. Clear any fields containing redundant or generic information to make way for more relevant clarity strategies. Give yourself permission to have empty fields at this level if you can not readily identify meaningful content (to you or to others) at this time.
  - ○ **Legacy Related:** A more clearly defined course outline (i.e. conceptual unit titles) can help contribute to faith-learning integration efforts (which are best handled at the conceptual level). If the unit concept is clear and unique to the grade, the editor may simply need to ask, "Why would God want us to learn this stuff?" Seeking out one or two relevant answers can raise the relevance of the concept, capture the head and heart of the students, clarify what faith-learning looks like in the context of this course, and begin to promote school mission.
- ● **Processed maps** are maps where there is more instructional leadership emerging on the part of the instructional designer. Feedback and input has been received (from instructional coaches and mapping data) and used to point to areas of improvement. The key here is to focus on the guaranteed, not just the possible. Indicate your specific instructional decisions by taking the following steps:
  - ○ **Articulation Related:** The course outline (unit titles) should become more settled based on data of courses around the given course. When viewing the scope and sequence for the subject area, the unit titles should be clearly unique to the course, drawing from the concepts below and feeding into the concepts above. Standards alignment may still be in a state of flux as a result of gap analysis and continued unpacking and translating of the educational jargon contained in the standards.
  - ○ **Clarity Related:** Clarity/template fields now contain an effort to provide a minimal amount of information. Empty fields (when they exist) point to areas where additional professional development is required. Clear, researched-based, high quality strategies, methods, practices, and resources are being added more and more because they are known to work. Those not advancing student achievement are being eliminated.

- ○ **Legacy Related:** Faith-learning should become more limited (guaranteed) and relevant. These ideas clearly feed into the purpose of the broader instruction. Extra possible concepts have been eliminated, but alternative concepts might be noted.
- **Refined Maps** are maps which reflect the clear and intentional practices of an instructional designer based on experience, research, and reflection, as well as input from and collaboration with colleagues. To move your map toward a designed map, consider these possible next steps:
  - ○ **Articulation Related:** Course outlines could begin incorporating units/concepts from the broader CT network, advanced technical, social, or college/career readiness components related to the area, or even units integrating with other courses at the school. Standards from other areas (that are guaranteed to be covered) can be brought into the unit.
  - ○ **Clarity Related:** Specific and advanced instructional practices should be added as the result of collaboration with instructional leaders (master teachers) at the school and other professional development opportunities.
  - ○ **Legacy Related:** Faith-learning concepts have been developed and incorporated into the full instructional plan. They are reflected in learning outcomes, supported with specific instructional strategies, and high-level thinking and assessment strategies are provided.
- **Designed Maps** are maps where the instructional designer has mastered the recommendations of the adopted standards and resources and applied those effectively to their students based on their relationships. A designed map is a tool that is consistently maintained, quickly adapted, and readily used for the benefit of the student. To move to an exemplar map, the following steps could be taken:
  - ○ **Articulation Related:** Added relevance could be developed through enhanced integration efforts (PBL, STEAM/STEAM, etc.), which are indicated in both unit titles and standards alignment.
  - ○ **Clarity Related:** Increased clarity could be found by strategically expanding the template to incorporate other instructional components (technology, writing, humanities and arts, etc.)
  - ○ **Legacy Related:** Faith-learning components could become so intertwined as to be difficult to separate from the instructional plan.
- **Exemplar Maps** are maps that provide excellent examples for other instructors to observe, but may not transfer very well at all. They are unique to the school, the teacher, and the students. They are often aspirational in that they pull the instructors further in their own growth and point others toward specific examples of high-quality instruction. Exemplar maps are only exemplar if they are useful to the instructor and if the instructor continues updating them with their latest and most current practices.