

Implementation Rubric of KCAS Mathematics (KCAS-M*)

| District Name: | | Date completed: | | | | |
|---|--|---|--|---|--|--|
| | | Not Yet Established (1) | Initial Implementation (2) | Developing Implementation (3) | Continuing Implementation (4) | Moving Beyond (5) |
| *Kentucky Core Academic Standards for Mathematics (KCAS-M) includes standards for mathematical practice and content standards. | Knowledge of KCAS-M* Grade Level Appropriate. | Mathematics teachers little to no awareness of KCAS-M*. Insufficient knowledge of math concepts, models, and strategies to teach the KCAS-M*. | Mathematics teachers have limited understanding of the KCAS-M* and have limited knowledge of math concepts, models, and strategies to teach KCAS-M*. | Most mathematics teachers are developing deeper understanding of the KCAS-M* including developing knowledge of math concepts, models, and strategies required to teach mathematics effectively. | All mathematics teachers have full knowledge of the KCAS-M* including concepts, models, and strategies required to teach effectively. | All mathematics teachers apply their knowledge of the KCAS-M* in the instructional setting by incorporating math content, models, and strategies to teach effectively. Teachers regularly use PLCs and other opportunities to share and build a deeper understanding of KCAS-M*. |
| | Vertical Articulation & Mathematics Progressions at all grades K-12 | Teachers do not have knowledge of the learning progressions in the appropriate grade band. | Teachers have limited knowledge of the learning progressions in the appropriate grade band or unable to articulate the progressions. | Teachers have knowledge of the learning progressions in the appropriate grade band, but limited understanding of how it relates to K-12 learning. | Teachers have full knowledge of the learning progressions in the appropriate grade band and how it relates to K-12 learning. | Teachers apply knowledge of the learning progressions and continue to work on vertical teams across grade bands to further align instructional practice. There is planned, on-going communication and professional development with vertical teams. |
| | Incorporating Mathematical Practices from the KCAS-M* | The mathematical practices are not incorporated in the classroom. | Incorporation of the mathematical practices lacks purpose and results in limited effectiveness. | Incorporation of mathematical practices is intentional; however, effectiveness is inconsistent or no measure is in place. | Incorporation of mathematical practices is intentional and effective with measures. Teachers are able to evidence this through student work. | All mathematical practices are intentionally and effectively implemented in the classroom. Classrooms serve as models for other teachers in other content areas. Teachers work together and share to have a clear understanding of the practices on a regular basis. |
| | Material Alignment to KCAS-M* | Alignment between KCAS-M* and current instructional materials is unknown. | An examination of alignment between KCAS-M* and current instructional materials is underway, but possible resource needs have not been identified. | The alignment between KCAS-M* & 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 KCAS-M* are being utilized in each classroom with appropriate evidence. | Materials aligned to the KCAS-M* 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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| *Kentucky Core Academic Standards for Mathematics (KCAS-M) includes standards for mathematical practice and content standards. | Balanced Assessment | Assessments aligned to KCAS-M* have not been created or identified. | Assessments that have been “matched” or correlated to KCAS-M* have been partially created and/or implemented. There is little follow through on these assessments. | Assessments aligned to KCAS-M* are being implemented. Data analysis to inform instruction is in the initial stages. | All assessments aligned to KCAS-M* are being used to monitor student achievement and teachers make necessary adjustments in instruction. Data analysis informs and allows teachers to differentiate instruction. | Assessments aligned to KCAS-M* are consistently and accurately being used to inform and differentiate instruction and to evaluate program effectiveness. Teachers are using the data to make on-going adjustments to instruction and differentiate instruction. Through the balanced assessments students are demonstrate an understanding of the intent of KCAS-M*. |
| | Professional Development (PD) for mathematics | Needs assessment is planned but has not been completed. 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 to support the identified focus. Relevant resources and materials have been identified. There is evidence of the focus being on implementing the standards with some resources. | Effective PD plan is being implemented and monitored with relevant resources to address identified professional learning needs. There is some evidence of the focus being on implementing the standards and connections with support resources. There is evidence of the focus being on implementing the standards and connections with support resources and sustaining professional growth. | Evaluation tools are in place to monitor the effectiveness of the PD to revise the plan accordingly. There is evidence of the focus being on implementing the standards with follow through and connections including support resources and sustainable professional growth. |
| | Next Steps for Implementation: | | | | | |