

# Kansas Accreditation Model: Pre-Assessment Carousel Activity



- 4 people in 1 group: 4 groups in 1 team: 1 different rubric per group within each team
- Each group reviews one rubric at a time for 15-20 minutes and rotates through each
- Groups should reach consensus on each indicator while discussing components
- Each group marks the rubric from the “district perspective”
- Comments or early evidence should be added as appropriate
- Teams will make it through all 4 rubrics in about 1.5 to 2 hours
- Each group should mark a master rubric that is posted in the room as they complete each one

COMPONENT 3: STUDENT ENGAGEMENT				
Criteria	No Evidence	Implementing	Transitioning	Modeling
Student Input		Creates plans, strategies, and tracking tools to include student input and consultation in the development of district and school activities and policies involving students.	Documents opportunities where student input and consultation in the development of district and school activities and policies that relate to all students was gathered and utilized.	Demonstrates cooperative leadership between students and district educators in the development of district and school activities and policies that relate to all students and makes adjustments realized to improve the model.
Individualized Plan of Study Advisory Council		Develops plans to implement an advisory council to oversee each student's Individualized Plan of Study (IPoS).	Initiates an advisory council to oversee each student's Individualized Plan of Study (IPoS).	Continuously evaluates the success of the Individualized Plan of Study Advisory Council's identification of business and post-secondary connections for student exploration and makes adjustments as necessary.
Individualized Plan of Study		Launches a plan for the district to assess all students to identify individual interests and needs and creates a review plan.	Provides evidence of how the district has assessed all students for their individual interests and needs and shows evidence of periodic review of those plans.	Documents customization of Individual Plans of Study and demonstrates how students' interests and needs are guiding course selection, extra-curricular participation, and ongoing review.
Teacher to Student		Reviews methods/documents teachers utilize to evaluate students' knowledge and application of content.	Shows evidence of how students' knowledge and application of content is being used by teachers to adjust instruction in lessons progress.	Evaluates and proposes new additional strategies on how to better adjust instruction based upon students' demonstration of content knowledge.
Student to Student		Provides evidence that teachers implement inquiry-based activities. Demonstrates how students interact with one another and utilize effective team efforts in learning and positive social behavior.	Creates additional opportunities for teachers to implement inquiry-based activities across all content areas and school standard domains. Demonstrates how students share collaborative solutions with peers.	Analyzes and evaluates the success of inquiry-based activities being used across all content areas and school standard domains. Makes adjustments to improve the process. Analyzes the student sharing of collaborative solutions with peers and provides additional strategies to increase success.
Student to Teacher		Provides evidence that students collaborate with teachers and are given opportunities to ask questions about their learning and about the learning climate.	Demonstrates how collaboration improves the learning environment and how student questioning leads to self-discovery as well as teacher guidance in increasing learning.	Provides evidence that students collaborate with teachers to set personal goals to promote student ownership of learning. Analyzes and evaluates the process and results to determine necessary changes.