

SAMPLE Domain Map Self-Reflection Rubric

GRADE-LEVEL MAPS		SCHOOL:	LOCATION:
Emerging		Developing	Exemplary
<b>Organization</b>	<ul style="list-style-type: none"> <li>• GRADE-LEVEL MAPS were not submitted, so there is no evidence of them.</li> <li>• MAPS submitted are merely an alignment between content and standard rather than a curricular (domain) map.</li> <li>• MAPS submitted are different in format, indicating little consistency across grades.</li> <li>• MAPS reflect little or no consistency with the school-wide, year-long plan.</li> </ul>	<ul style="list-style-type: none"> <li>• GRADE-LEVEL MAPS submitted are in process, but not all are complete.</li> <li>• MAPS represent a domain-based format that can be used to guide instruction vs. merely presenting the alignment between content and the standards.</li> <li>• MAPS submitted are mostly similar in format, indicating some consistency across grades.</li> <li>• MAPS reflect some consistency with the school-wide, year-long plan.</li> </ul>	<ul style="list-style-type: none"> <li>• GRADE-LEVEL MAPS submitted are complete and detailed for each domain.</li> <li>• MAPS represent a domain-based format that can be used to guide instruction and indicates alignment with standards.</li> <li>• MAPS submitted are the same in format, indicating consistency across grades.</li> <li>• MAPS reflect consistency with the school-wide, year-long plan.</li> <li>• <i>*Transitional: Maps reflect the updated domain-based template (2012).</i></li> </ul>
<p><b>Reflection:</b>  <i>We are beginning to develop Maps in all grade levels. All Maps developed in each grade level use the same format. The developed Maps are based on topics that are taught and are included in the Curriculum Plan.</i></p>			

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<b>Components</b>	<ul style="list-style-type: none"> <li>MAPS indicate most grade levels have inconsistent components.</li> <li>MAPS for most grade levels don't include most of following components:                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Content &amp; skills guidelines from the <i>Sequence</i> (by subject)</li> <li><input type="checkbox"/> Language skills from the <i>Sequence</i></li> <li><input type="checkbox"/> State/local alignment with the <i>Sequence</i></li> <li><input type="checkbox"/> Prior knowledge based on the <i>Sequence</i></li> <li><input type="checkbox"/> Future knowledge based on the <i>Sequence</i></li> <li><input type="checkbox"/> Cross-curricular links from the <i>Sequence</i></li> <li><input type="checkbox"/> Domain-specific vocabulary (tier 3)</li> <li><input type="checkbox"/> Titles of related instructional units by subject</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>MAPS indicate most grade levels have consistent components.</li> <li>MAPS for most grade levels include most of following components:                             <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Content &amp; skills guidelines from the <i>Sequence</i> (by subject)</li> <li><input checked="" type="checkbox"/> Language skills from the <i>Sequence</i></li> <li><input type="checkbox"/> State/local alignment with the <i>Sequence</i></li> <li><input checked="" type="checkbox"/> Prior knowledge based on the <i>Sequence</i></li> <li><input checked="" type="checkbox"/> Future knowledge based on the <i>Sequence</i></li> <li><input type="checkbox"/> Cross-curricular links from the <i>Sequence</i></li> <li><input checked="" type="checkbox"/> Domain-specific vocabulary (tier 3)</li> <li><input type="checkbox"/> Titles of related instructional units by subject</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>MAPS indicate grade levels have consistent components.</li> <li>MAPS for all grade levels include all of the following components:                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Content &amp; skills guidelines from the <i>Sequence</i> (by subject)</li> <li><input type="checkbox"/> Language skills from the <i>Sequence</i></li> <li><input type="checkbox"/> State/local alignment with the <i>Sequence</i></li> <li><input type="checkbox"/> Prior knowledge based on the <i>Sequence</i></li> <li><input type="checkbox"/> Future knowledge based on the <i>Sequence</i></li> <li><input type="checkbox"/> Cross-curricular links from the <i>Sequence</i></li> <li><input type="checkbox"/> Domain-specific vocabulary(tier 3)</li> <li><input type="checkbox"/> Titles of related instructional units by subject</li> </ul> </li> </ul>

**Reflection:**  
*The Maps that were submitted in each grade level include most of the components indicated above. However, some maps, such as the attached Map, were missing components or had information in the incorrect section. For example, the state standards listed on Map are not from the same grade level. In addition, these are ELA standards but they are listed under state CONTENT standards. This map also did not include cross-curricular connections or titles of developed units.*

*We are a school that has just begun to implement the Core Knowledge curriculum. As we become more familiar with the curriculum, we can see if there are authentic cross-curricular connections to teach within this domain. Also, as we develop units, we will add the titles to the bottom section of the domain Map.*

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Content	<ul style="list-style-type: none"> <li>Less than 50% of submitted MAPS are developed around a Core Knowledge domain or do not include the corresponding content and skill guidelines.</li> <li>Core Knowledge Language Arts skills (and aligned ELA standards) are not listed on the MAP or the skills listed are significantly fewer than what can potentially be addressed and/or reinforced in the time allotted to teach this domain (see <i>Curriculum Plan</i>).</li> <li>The MAP does not include domain vocabulary or the words included are not Tier 3 (domain) vocabulary words (e.g. the list includes Tier 1—high frequency or mostly Tier 2—general academic words)</li> </ul>	<ul style="list-style-type: none"> <li>Between 50-90% of submitted MAPS are developed around a Core Knowledge domain or some of the maps do not include the corresponding content and skill guidelines.</li> <li>All of the Core Knowledge Language Arts skills listed on the MAP cannot be addressed and/or reinforced in the time allotted to teach this domain (see <i>Curriculum Plan</i>).</li> <li>Based on the allotted time to teach this domain (see <i>Curriculum Plan</i>) and number of domain vocabulary words listed, most students would not have sufficient time and repetition to recognize or make all of the identified domain words part of their working vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>100% of submitted MAPS are developed around a Core Knowledge domain and include the corresponding content and skill guidelines.</li> <li>The number of Core Knowledge Language Art skills listed on the MAP can be addressed and/or reinforced in the time allotted to teach this domain (see <i>Curriculum Plan</i>).</li> <li>Based on the allotted time to teach this domain (see <i>Curriculum Plan</i>) and number of domain vocabulary words listed, most students would have sufficient time and repetition to be able to recognize or make all of the identified domain words part of their working vocabulary.</li> <li><i>*Helpful Feature: Maps include a method of showing which CK content was moved out of grade level to align with state standards.</i></li> </ul>

**Reflection:**

*All of the submitted maps were developed around Core Knowledge content. However, the Map included over 70 domain vocabulary words. Therefore, we need to review the list and identify the key words that students need to make part of their working vocabulary or recognize by the end of instruction. We also included a lot of Core Knowledge ELA skills to teach in this unit. Given the number of weeks we have allotted for instruction, we need to focus the ELA skills on those which can be best addressed through the instruction of this domain in the given time frame, and remove the rest.*

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Context-specific & Cross-curricular	<ul style="list-style-type: none"> <li>MAPS indicate each content area is taught in isolation of other content areas. (Few, if any, cross-curricular connections are made).</li> </ul>	<ul style="list-style-type: none"> <li>MAPS indicate some content areas are taught with cross-curricular connections between content areas and among suggested works (poems, music, are, sayings, etc.); however, these connections may be forced or artificial.</li> <li><i>* Science biographies and sayings and phrases are mistakenly indicated as domains, rather than cross-curricular connections related to domain-based content.</i></li> </ul>	<ul style="list-style-type: none"> <li>MAPS indicate strong, authentic cross-curricular connections.</li> <li><i>*The science biographies and sayings and phrases are taught in a context where they logically connect, e.g. teaching Galileo in the context of his time period and teaching a saying in conjunction with a time period or piece of literature where it applies.</i></li> </ul>
<p><b>Reflection:</b>  <i>This Map and several others did not include cross-curricular connections. As we revise our Maps annually we will focus making authentic cross-curricular connections.</i></p>			

*DRAFT: Revised March 2012 - Items in italics and bearing an asterisk\* indicate newly recommended and desirable features that assist the feedback process and honor the need to align to the new CCSS or individual state standards. See also PLAN rubric.*

## I. Grade Level Domain Map

Core Knowledge Content	State Standards
<p>SCIENCE</p> <p>III. Light and Optics</p> <p><i>Light is the form of energy that provides our world with color.</i></p> <p><b>A. Speed of Light</b></p> <ul style="list-style-type: none"> <li>• Travels in straight lines</li> <li>• Formation of shadows</li> </ul> <p><b>B. Transparent and Opaque Objects</b></p> <p><b>C. Reflection</b></p> <ul style="list-style-type: none"> <li>• Mirrors: plane, concave, convex</li> <li>• Uses of mirrors in telescopes &amp; some microscopes</li> </ul> <p><b>D. The Spectrum</b></p> <ul style="list-style-type: none"> <li>• Prisms ~ White Light</li> </ul> <p><b>E. Lenses</b></p> <ul style="list-style-type: none"> <li>• Magnification of Objects</li> <li>• Bending Light</li> <li>• Microscopes</li> <li>• Cameras</li> <li>• Telescopes</li> <li>• Binoculars</li> </ul>	<p><b>Note: This is a preview for the Grade 6 Standards</b></p> <p>Reading 4030-06 Standard 6 <i>Vocabulary:</i> Students learn and use grade level vocabulary to increase understanding and read fluently.</p> <p>Objective 1 – Learn new words through listening and reading widely.</p> <ol style="list-style-type: none"> <li>a. Use new vocabulary learned by listening, reading and discussing a variety of genres.</li> <li>b. Learn the meaning and proper use of a variety of grade level words (e.g., words from literature, social studies, science, math).</li> </ol>
Core Knowledge	CCSS ELA
<p>Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.3.1)</p> <p>Carry on and participate in a conversation over at least six turns, staying on topic, speaking in complete sentences, initiating comments or responding to a partner’s comments, with either an adult or peer (L.3.3)</p> <p>Listen to and understand a variety of texts, including fictional stories (e.g., fantasy, folktales, myths), historical narratives, informational texts, and poems (L.3.14)</p> <p>Use images (e.g., maps, photographs) accompanying the text to check and support understanding (L.3.17)</p> <p>Use (orally or in writing) new conversational, general academic, and domain-specific words and phrases from texts and discussions (L.3.18)</p> <p>Use context clues, affixes, root words, and glossaries to determine meanings of words (L.3.19)</p>	<p>SLK.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> <li>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</li> <li>b. Continue a conversation through multiple exchanges</li> </ol> <p>WK.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>RLK.10 Actively engage in group reading activities with purpose and understanding.</p> <p>L3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p> <p>L3.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</li> <li>b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</li> </ol>

<p>Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a text, i.e., who, what, where, when, etc. (L.3.22)</p> <p>Interpret information (orally or in writing) presented, and then ask questions to clarify information or the topic in a read-aloud (L.3.23)</p> <p>Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud or read in a text, including asking and answering “why” questions that require recognizing or inferring cause/effect relationships (L.3.26)</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (L.3.33)</p>	<p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p> <p>SL3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>RI3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>L3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize the first word in a sentence and the pronoun I.</p> <p>b. Recognize and name end punctuation.</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>		
<p><b>Prior Knowledge</b> <span style="float: right;"><b>What Students Will Learn In Future Grades</b></span></p>			
<p><b>KINDERGARTEN</b> Light and Optics</p> <ul style="list-style-type: none"> <li>• Sense: sight</li> </ul> <p><b>GRADE 1:</b> Light and Optics</p> <ul style="list-style-type: none"> <li>• Introduction to the solar system</li> <li>• Sun: source of light</li> </ul>	<p><b>GRADE 8</b> Light and Optics</p> <ul style="list-style-type: none"> <li>• Electromagnetic radiation and light</li> </ul>		
<p><b>Cross-Curricular Links</b></p>			
<p><b>Domain Vocabulary</b></p>			
<p>light carry radio waves ultraviolet crest millimeter rainbow diffuse reflection image plane periscope smaller increase inverted clear color names</p>	<p>energy transmit microwaves infrared trough micrometer million ROYGBIV (mnemonic for visible spectrum order: Red, Orange, Yellow, Green, Blue, Indigo, Violet) flat curved inward enlarge decrease obscure sharp image radiate shadow</p>	<p>emit visible spectrum x-rays frequency speed of light millionth vacuum refract absorb bounce deflect microscope telescope outward smaller amplify fuzzy medium media blurry</p>	<p>travel electromagnetic spectrum gamma rays amplitude meter prism scatter bend angle direction regular reflection binocular camera larger magnify diminish blur unfocus bright sharp</p>