# K–3 Self-Assessment Validation System (K–3 SAVS)

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## Protocol: Using the K–3 SAVS Analytic Rubric

The *Analytic Rubric* is the tool that guides K–3 SAVS teams through the self-assessment process. It contains five descriptors which identify the strength of alignment between the quality indicators in the *Framework and Plan for a High-Quality K-3 Education Program* and evidence of practice in the K–3 program. The descriptors help districts identify needs and shape plans for growth.

The K–3 SAVS *Analytic Rubric* is a comparative analysis tool that helps districts identify their strengths, weaknesses, and needs. Districts use the tool titled: *Framework and Plan for a High-Quality K*–*3 Education Program* to explore the quality criteria and indicators and identify their related evidence of practice. Next, K–3 SAVS teams use the rubric to analyze the correlation between their current practice and the indicators. The self-assessment analysis across the descriptors in the rubric determines the strength of alignment.

It is important to note that comparing the similarities and differences between the indicators and current practice is a reminder that merely performing an activity does not validate high-quality programming. In addition, a diverse K–3 SAVS team serving in different district roles will have a variety of perspectives on the district’s evidence of practice. A district may perform an activity, however, once they use the K–3 SAVS tools and gain an increased awareness of high-quality practice, they may find that their practice is weak, unrelated to student learning and development, and can be improved. Indicators with little or no aligned practices point to program needs. Descriptors in the Analytic Rubric provide the foundation for moving forward and validation of progress toward alignment.

The *Analytic Rubric* is at the top of every *Growth Plan Template* in the *Framework and Plan for a High-Quality K-3 Education Program.* Use the rubric to align quality indicators and evidence of practice, reveal program needs, shape program improvement goals, and inform decisions about continual quality review and improvement.

### The K–3 SAVS Analytic Rubric

| **No Evidence** | **Emerging** | **Developing** | **Approaching** | **Accomplished** |
| --- | --- | --- | --- | --- |
| There is no evidence in support of the criterion or indicators. | Very basic evidence exists to support the criterion and indicators. The need for change is recognized. | Evidence shows that the criterion and indicators are being supported but are still unmet. Plans and early steps have been developed and initiated. | There are several examples of evidence to show that the criterion and indicators are addressed, but not yet fully accomplished. Practice has shifted to the implementation phase. | There is an abundance of evidence to show that the criterion and indicators are being accomplished. |

### Design and Intention of the Analytic Rubric

The K–3 SAVS *Analytic Rubric* does not include scores. There is no process for averaging numbers or totaling responses. The *Analytic Rubric* was intentionally designed using descriptors that allow for nuanced examples of evidence of practice, reflect a clearer identification of needs, provide a foundation for setting specific goals, reflect progressive self–monitoring, and validate program growth with new, stronger evidence. There are five descriptors designed to expand choices and eliminate Since the K–3 SAVS processes are as important as the outcomes, there is no benefit of a numeric score. The descriptors in the *Analytic Rubric* expand district planning options and recognize a greater detail of efforts toward quality.

### Eliminating the Need for Scores

Numeric rubrics work well for a measurement of compliance indicating simple answers such as when a program does/does not have a specific requirement or a correct/incorrect response. When using numbers, a high or low score infers “good or bad” practice. In addition, numbers tend to standardize responses which can limit analysis and creative planning. Labeling evidence with numbers can stop the quality reflection process when a specific score is achieved. Therefore, totaling rubric numbers to reach a higher score can become a distracting goal. Creating or achieving a numeric score does not reflect a need for action or growth but rather a “now what result” because there is no guidance on how or when to move forward and recalibrate the goals or strategies in the K–3 SAVS Growth Plan.



### The Analytic Rubric Generates the Continual Cycle of Review and Growth

Analysis links all parts of the K–3 SAVS. Its use keeps alignment and the continual cycle of growth moving forward. The K–3 SAVS is designed so that districts can use the rubric for a recurring review and improvement system and continually increase the quality of their program. The intent of reflection, self-assessment, and growth occurs in a cycle.

### Use the K–3 SAVS Analytic Rubric throughout the Quality Review and Validation Cycle

Initially, by using the rubric to reflect on the evidence of practice, or the lack thereof, districts can see strengths and weaknesses in their program. It is the descriptors in the rubric that identify gaps in alignment with quality practices. If a practice is weak or not aligned with the quality indicator it forms a baseline of needs to help districts set and monitor goals.

Reflection and analysis using the rubric is especially valuable:

1. After initial review of the Framework and Plan for a High-Quality K–3 Education Program:
   1. identify and self-assess related evidence of practice, and
   2. create a baseline of alignment with the quality indicators.
2. As districts implement their plan, they can:
   1. monitor progress,
   2. map change and validate it with new evidence of practice,
   3. analyze new practice within domains of performance,
   4. recalibrate the strength of program alignment, and
   5. shape the continual improvement of their program.



The *Analytic Rubric* helps districts know more about the quality of their K–3 program and can provide information and observations about district practice and the way it is addressed in real time. For more information on using the rubric, see the **Guide to Using the K–3 SAVS** on the NJDOE website, [K–3 SAVS webpage](https://www.nj.gov/education/earlychildhood/grkto3/savs.shtml).