GRACE

Electronic Resources

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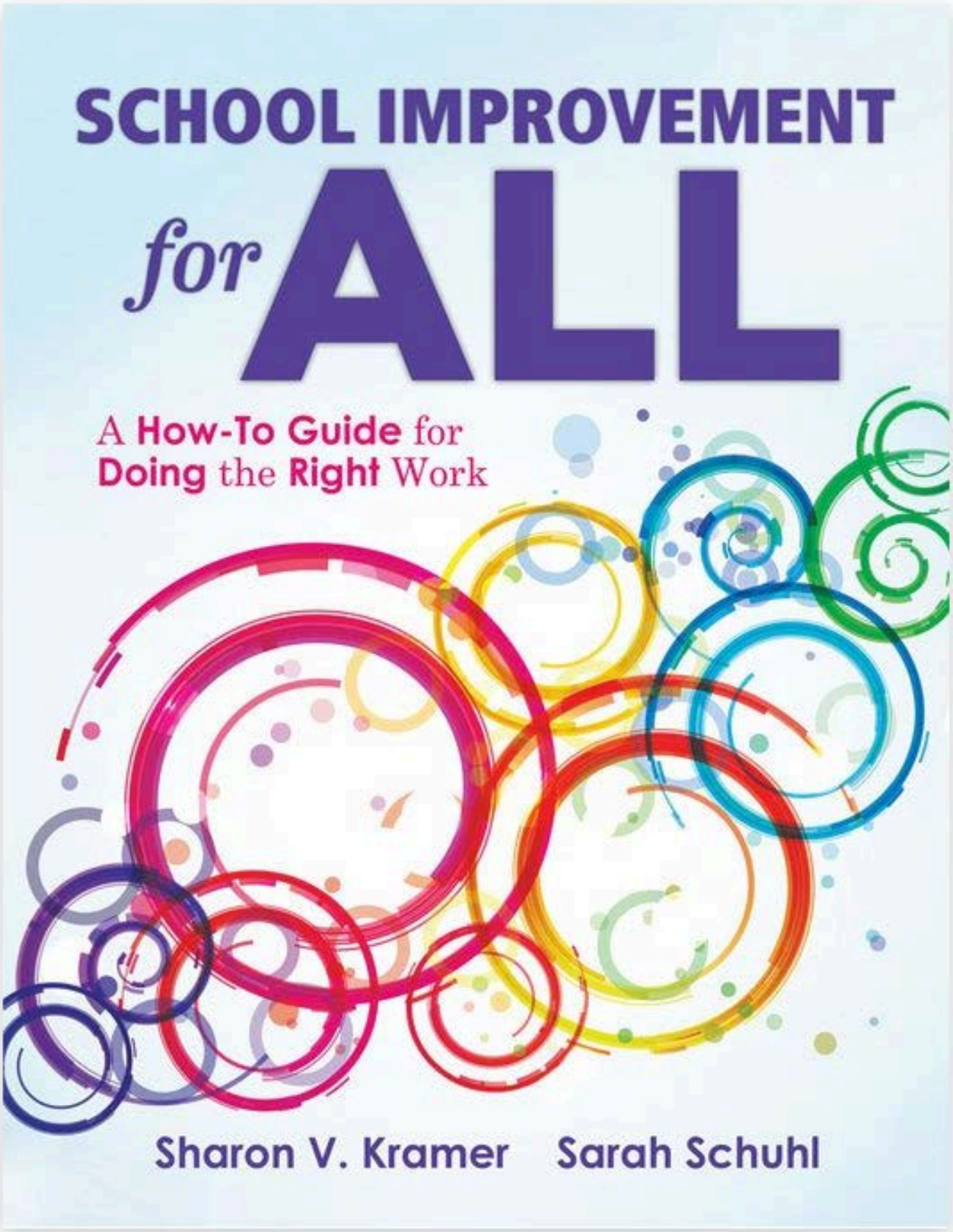

SCHOOL IMPROVEMENT
for ALL
A How-To Guide for
Doing the Right Work
Sharon V. Kramer
Sarah Schuhl

Figure 3.1:

Protocol to Build Self-Efficacy for Teaching All Students

Teaching All Students

1. Highlight all the students on your class roster who you feel are easy to teach.
2. Highlight, using another color, all the students on your class roster who you feel are difficult to teach.
3. Use the following section to describe the characteristics that make some students easy for you to teach and others more difficult to teach.

Characteristics of Students Who Are Easy for Me to Teach	**Characteristics of Students Who Are Difficult for Me to Teach**

4. Looking at your list for reasons why some students are more difficult to teach, determine the learning experiences you need to feel more successful reaching all students.

What I Need to Learn to Teach All Students

Figure 3.2:

Unit Intervention and Remediation Planning

Answer the following questions as a collaborative team to begin planning for effective intervention during first-best instruction and remediation in a unit.
1. Which content standards will students learn in this unit?
2. Which process standards will students learn in this unit?
3. What will students have to know and be able to do to be proficient with the learning expectations in this unit?
4. What common misconceptions do you anticipate students will demonstrate as they learn in first-best instruction?
5. How will you intervene when students demonstrate these misconceptions to ensure learning?
6. What prerequisite skills do students need to know to access the standards in the unit?
7. How will your team remediate students who have not yet learned the required prerequisite skills for this unit?

Figure 3.3:

Schoolwide Strategies and Tools Protocol

Answer the following questions as a leadership team or as a collaborative grade-level or course team to determine consistent strategies and tools to use with all students that will improve student learning. Record your answers in the chart.

1. List those skills students must demonstrate proficiency with repeatedly throughout the year in your grade level or course (for example, problem-solving essay writing, informational text reading, and vocabulary development).

2. For the skills listed in item one, identify the strategies, tools, templates, rubrics, and so on that you use to teach and assess the student learning.

3. Determine which of the strategies, tools, templates, rubrics, and so on students should use schoolwide to enhance learning and list them. Then, for each one, create or identify a universal model for all teachers to implement and students to use.

Universal or Subject-Specific Skills Students Must Learn	Strategies, Tools, Templates, and Rubrics Used to Teach Each Skill	Schoolwide Use

Figure 3.4:

Classroom Walkthrough Tool

Class: _____ **Time:** _____ **Date:** _____		
Lesson Standard and Objective	**Student Learning Target or Targets**	
What Is the Activity or Task?	**What Is the Teacher Doing?**	**What Are Students Doing?**
Percentage of Time Teacher Is Talking, Modeling, or Doing the Work	**Percentage of Time Students Are Talking, Practicing, or Doing the Work**	

Figure 3.5:

21st Century Learners Rubric

	Level 1 Beginning	Level 2 Attempting	Level 3 Practicing	Level 4 Embracing
Using Classroom Intervention and Remediation	Teachers respond to interventions as they occur in first-best instruction (may not be planned). Teachers acknowledge interventions that they identify with common assessment data but move on to the next lesson regardless. Teachers design remediation for students that pulls them from other learning during the day.	Teachers plan for intervention in first-best instruction. Teachers make an individual plan to address interventions as necessary based on classroom data from a common assessment. Teachers design individual remediation plans for specific skills.	The collaborative team plans for intervention in first-best instruction. The collaborative team creates interventions based on data from common formative and summative assessments. The collaborative team develops individual learning plans to remediate specific skills for students.	The collaborative team plans and reflects on the interventions it uses in first-best instruction. The collaborative team creates and determines the effectiveness of team interventions designed from analyzing data from common assessments. The collaborative team develops individual remediation plans for specific skills for students to learn during a scheduled time in the school day that does not interfere with grade-level learning.
Having a Schoolwide Focus on Student Learning	Teachers choose from schoolwide or collaborative team–determined strategies, tools, templates, rubrics, and so on to be used for student learning. Teachers choose from schoolwide interventions based on data.	The team determines strategies, tools, templates, rubrics, and so on to use in the collaborative team for student learning. The team determines collaborative interventions based on data.	The team determines strategies, tools, templates, rubrics, and so on to use schoolwide for student learning. The team determines universal schoolwide interventions based on data.	The team analyzes the success of schoolwide strategies, tools, templates, rubrics, and so on to use schoolwide for student learning and modifies them as necessary. The team analyzes the effectiveness of schoolwide interventions based on data.
Empowering Students	Teachers seldom ask students to self-reflect. Teachers create extra activities for students who finish early and those who need intervention. The classroom is most often teacher centered.	Teachers ask students to self-reflect occasionally. Teachers honor the learning of most students. Teachers create a student-centered classroom some of the time.	Teachers use student-reflection sheets with students consistently. Teachers honor the learning of students. Teachers create a student-centered classroom.	Students consistently reflect on their learning. Students can explain how what teachers ask them to do shows their learning. Students own their learning within a student-centered classroom.

Figure 3.6:

Focus on 21st Century Learners Reflection and Action Plan

Action	Team-Level Rating	Next Steps
Plan for classroom intervention and remediation.		
Plan for schoolwide student learning and interventions using common strategies and tools.		
Empower students to own their learning.		

Figure 4.1:

Essential Knowledge and Skills

Subject: _____ Grade level: _____

1. What essential knowledge and skills should students in this subject and grade learn?

2. What essential knowledge and skills should students in this subject in the previous grade learn to be successful in this grade?

Figure 4.2:
Identify Priority Standards

Subject: _____ Grade level: _____

Identify the priority standards and the reasons each is essential.

Priority Standard	Endurance	Leverage	Readiness	Assessment Connected

Figure 4.5:

Proficiency Map Checklist

A proficiency map identifies which standards students should be proficient with by the end of the identified unit during the school year. The units appear in the top row of the chart, allocating a number of days for teaching the unit and including the title of the unit. The standards' domains or strands appear along the left column. Teachers complete the chart by writing in the standards students will demonstrate proficiency with by the end of each unit. Sometimes a standard may need to appear in more than one unit. If so, teachers should clearly identify the parts of the standard in which students are to demonstrate proficiency with an asterisk.

Example:

	Multiplication and Division (Twenty-Five Days) Ends October 11	**Volume of Rectangular Prisms (Fifteen Days) Ends November 2**	**Decimals and Conversion (Thirty-Five Days) Ends January 5**	**Fractions: Addition and Subtraction (Twenty-Five Days) Ends February 10**	**Fractions: Division and Multiplication (Thirty-Five Days) Ends April 10**	**Graphing and Geometry (Fifteen Days) Ends May 1**
Operations and Algebraic Thinking (OA)	***5.OA.1: Evaluate expressions with parenthesis (whole numbers).** *5.OA.2: Write and interpret expressions (whole numbers).		***5.OA.1: Evaluate expressions with parenthesis (with powers of 10).**		***5.OA.1: Evaluate expressions with parenthesis (with fractions).**	5.OA.3: Understand number patterns.
Number and Operations in Base Ten (NBT)	5.NBT.5: Multiply using the standard algorithm. 5.NBT.6: Divide up to 4 digits by 2 digits and show thinking.		5.NBT.1: Place value with 10s. **5.NBT.2: Multiply and divide by 10.** **5.NBT.3a: Read and write decimals.** **5.NBT.3b: Compare decimals.** 5.NBT.4: Round decimals. **5.NBT.7: Add, subtract, multiply, and divide decimals.**			

Proficiency Map Checklist

- ☐ Does every standard appear one time when you expect proficiency? If part of a standard appears in one unit, have you accounted for the rest of the standard and do both parts have an asterisk?
- ☐ Have you identified the priority standards for each unit?
- ☐ Does every unit have a name and a number of days? Does the proficiency map account for a total of about 155 days? (These days include assessments.)
- ☐ How have you built horizontal coherence into the proficiency map? For example, have you woven in previous concepts from the year or used them to support learning in a later unit?
- ☐ How have you built vertical coherence into the proficiency map? For example, what did students learn last year and when? When will they use this learning during the next year? (Look at the proficiency maps for the grade level above and below, if possible.)

Figure 4.6:

Proficiency Map Template

Grade: School Year:	Unit 1 Name: Total Days: End Date:	Unit 2 Name: Total Days: End Date:	Unit 3 Name: Total Days: End Date:	Unit 4 Name: Total Days: End Date:	Unit 5 Name: Total Days: End Date:	Unit 6 Name: Total Days: End Date:	Unit 7 Name: Total Days: End Date:

Figure 4.9:

Tool for Unpacking a Standard Into Learning Targets

Standard		
Content (Nouns) **What Students Need to Know**	**Skills (Verbs)** **What Students Need to Be Able to Do**	**DOK**
Student Learning Targets		

Source: Ainsworth, L. (2003). "Unwrapping" the standards: A simple process to make standards manageable. *Englewood, CO: Advanced Learning Press.*

Figure 4.10:
General Unit Plan Template

Course: Unit Plan	
Time (Month or Days):	Unit:
Big ideas:	Essential questions:
Common texts, process standards, or both:	**Student learning targets:** 1. I can

Standards	**Vocabulary**	**Skills**	**Activities (Resources)**	**Assessment**

Reflection:

Figure 4.11:
Proficiency Map Rubric

	Level 1 Beginning	Level 2 Attempting	Level 3 Practicing	Level 4 Embracing
Structure	Teams number units without using names. The time line is absent, has too many days listed, or only lists instructional days. Teacher teams do not reference the document when planning.	Teams number and name units and indicate the number of days for each unit. The corresponding end dates may or may not be absent. Teacher teams glance at the document when planning, but do not make modifications. Teachers may be in different places in their pacing.	Teams name units so that the scope is clear. They list the total number of days including instruction, assessment, and intervention with end dates. There are fewer days than the school calendar to account for additional interventions, weather, field trips, and so on. Teams reference the map and teachers pace themselves similarly.	Teams reference the document at the start of each new unit and make any necessary adjustments to pacing. Teams also make adjustments in pacing and end dates any time additional days are necessary for student learning. They make choices to be sure they teach all standards by the end of the year.
Standards	Teams list only the number of the standard. They list when they teach standards rather than when they expect proficiency and more than once without clarifying why. They copy standards from the curriculum materials without discussing them. Teams skim the map and do not use the full standard when planning.	Teams list the standard number and a brief phrase. They list the same phrase if they list a standard more than once, so it is unclear which part students will be proficient with. They list standards when they teach them instead of when they expect proficiency. Too many standards are in one unit. They give equal importance to all standards. Teams make the map but seldom reference it.	Teams list the standard number and a brief phrase. They place standards according to when they expect proficiency. If they list a standard more than once, it has an asterisk and clearly identifies which part students will be proficient with in each unit. They place the standards with secondary emphasis on the curriculum materials. Teams reference the standards when planning units and discuss how to emphasize the priority standards identified.	Teams consistently reference the map and make adjustments to pacing and standard learning as necessary. They use the standards to make decisions related to assessment. Some standards may receive less emphasis in order to make sure students have the opportunity to learn all of the priority standards before the end of the year.

Figure 4.12:

Unpacking Standards to Student Learning Targets Rubric

	Level 1 Beginning	Level 2 Attempting	Level 3 Practicing	Level 4 Embracing
Content and Skills	Teams only read the standards or discuss the content and skills. Teams do not document the work. Teams might simply copy the work of other teams that they find online or that of curriculum publishers.	Teams write a list of nouns for content and verbs for skills without making connections between the two. Teams omit the context of the standard.	Teams connect the verbs of the standard with each of its nouns, noun phrases, or context, as necessary. Teams record the work on a unit plan or curriculum map for reference. Teams identify the cognitive rigor of the standard.	Teams use the unpacked standards to build an understanding of what students must know and be able to do in a unit, to plan lessons and high-level tasks, and to inform assessments. Teams identify the cognitive rigor of the standard.
Learning Targets	Teams write student learning targets that use a less-rigorous verb than the intent of the standard.	Teams write too many student learning targets.	Teams write about five student learning targets for the unit that match the intent and rigor of the standards in the unit.	Teams align and reference all instruction and assessment to the rigor of the student learning targets.
Teacher Use	Teachers create student targets but do not use them for assessment design or as a way to frame instruction and classroom work or homework.	Teachers post student learning targets on the board or the wall but do not use them as part of instruction or student learning. At most, teachers read them at the start or close of a lesson.	Teachers post learning targets on the wall, on an assignment sheet, or on a reflection sheet for students to reference and use them to make learning connections with instruction. Teachers teach to the rigor level of the standard.	Teachers flexibly integrate the student learning targets throughout the lesson—students and teachers use the language and identify content and skills learning. Teachers identify with students the rigor of the target.
Student Use	Students are unaware there are learning targets for each unit or know they are posted but never reference them during instruction or assessment.	Students choral read, silently read, or listen to the teacher say the learning target at the start or end of a lesson.	Students reflect on their progress using the learning targets and evidence from classwork, homework, and assessments. They can articulate what they are learning.	Students identify goals for future learning based on their feedback from formative and summative assessments. They articulate what they have learned and what they have not learned yet.

Figure 4.13:

Unit Plan Rubric

	Level 1 Beginning	Level 2 Attempting	Level 3 Practicing	Level 4 Embracing
Structure	The team creates only a day-to-day list of lessons to teach by unit, often omitting standards in the plan.	The team creates an overview by unit to include the time frame for the unit and the standards, the unpacked nouns and verbs (although not connected), and resources to use to teach during the unit.	The team creates an overview plan by unit to include a time frame; an essential question; practices and critical reasoning; standards and unpacked standards; resources, assessments, common assignments, and tasks; and a list of the student learning targets.	The team uses the curriculum map and unit plan to be clear about student learning in the unit and assessment items, and to make an instructional plan that aligns to the standards.
Reflection	Teams do not record reflections to use in the next school year.	Teams make notes about what assessment items they need to modify in the next school year.	Teams make notes relative to best instructional practices, interventions and extensions, and necessary modifications in assessment, as well as helpful hints to remember and connections to make between the unit and other units.	Teams proactively make notes to identify trends in student learning and how to improve learning for all students in the next year. Teams modify the map as needed based on student data they analyze during the unit.

Figure 4.14:

Guaranteed and Viable Curriculum Reflection and Action Plan

Action	Team-Level Rating	Next Steps
Identify priority standards.		
Create a proficiency map.		
Unpack standards into learning progressions and student learning targets.		
Create a unit plan.		

Figure 5.1:

Instruction and Assessment Vision Protocol

Imagine what your school looks like and sounds like when you reach your vision for quality instruction and assessment. Write your ideas below.

Brainstorm what different people within the school are doing to make that education vision for instruction and assessment a reality by answering the questions below.

What are teachers doing?	What are administrators doing?	What are students doing?	What are other staff and community members doing?

Write a statement using twenty words or fewer that explains what teachers must do to make the instruction and assessment vision a reality.

Figure 5.2:

Standard to Proficiency Scale Mathematics Example

Standard 3.D.1.1 from the Oklahoma State Standards, Grade 3:

3.D.1 Summarize and construct a data set with multiple categories using a frequency table, line plot, pictograph, and/or bar graph with scaled intervals.

Content (Nouns) **What Students Need to Know**	**Skills (Verbs)** **What Students Need to Be Able to Do**	**Depth of Knowledge (DOK) Level**
• Data set with multiple categories • Frequency table • Line plot • Pictograph • Bar graph with scaled intervals	• Summarize data in a frequency table with multiple categories.	1–3
	• Summarize data in a line plot with multiple categories.	1–3
	• Summarize data in a pictograph with multiple categories.	1–3
	• Summarize data in a bar graph with scaled intervals that has multiple categories.	1–3
	• Construct a frequency table from a data set with multiple categories.	1–4
	• Construct a line plot from a data set with multiple categories.	1–4
	• Construct a pictograph from a data set with multiple categories.	1–4
	• Construct a bar graph with scaled intervals from a data set with multiple categories.	1–4
Student Learning Targets 1. I can answer questions about data shown in a: ➤ Frequency table ➤ Line plot ➤ Pictograph ➤ Bar graph with scaled intervals		1–3
2. I can construct a: ➤ Frequency table ➤ Line plot ➤ Pictograph ➤ Bar graph with scaled intervals		1–4

How Might a Student Demonstrate Advanced or Extended Mastery of the Standard?	
A student might compare and contrast two data sets as shown in two different representations (for example, shown a bar graph and a pictograph of students who like chocolate, vanilla, and strawberry ice cream from two different classrooms, the student can find the total number of students who like each flavor or can determine how many more students like one flavor over another). This is more advanced if the scale of the bar graph does not match the number of students represented by each cone in the pictograph. Students might also gather data themselves on a topic and then create an appropriate graphical representation of the data.	
Standard (Learning progression ends here with mastery of this standard.) Summarize and construct frequency tables, line plots, pictographs, and bar graphs with scaled intervals.	
4	Compare the information from two different data sets shown in two different ways. or Ask a question, gather data, and construct a frequency table, line plot, pictograph, or bar graph with scaled intervals to show the data.
3	Construct and answer questions about the data shown in frequency tables, line plots, pictographs, and bar graphs with scaled intervals.
2	Construct frequency tables, line plots, pictographs, or bar graphs with scaled intervals.
1	Identify the total number of data in each category shown in a frequency table, line plot, pictograph, and bar graph with scaled intervals.

Source for standard: Oklahoma State Department of Education. (2016, January). Oklahoma academic standards: Mathematics. *Accessed at http://sde.ok.gov/sde/sites/ok.gov.sde/files/documents/files/OAS-Math-Final%20Version_2.pdf on Mary 18, 2017.*

Figure 5.3:

Standard to Proficiency Scale Social Studies Example

Standard 3 for U.S. History from the Texas Essential Knowledge and Skills for Social Studies

The student understands the political, economic, and social changes in the United States from 1877 to 1898. The student is expected to:

(A) Analyze political issues such as Indian policies, the growth of political machines, civil service reform, and the beginnings of Populism;

(B) Analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, the cattle industry boom, the rise of entrepreneurship, free enterprise, and the pros and cons of big business;

(C) Analyze social issues affecting women, minorities, children, immigrants, urbanization, the Social Gospel, and philanthropy of industrialists; and

(D) Describe the optimism of the many immigrants who sought a better life in America.

Content (Nouns) **What Students Need to Know**	**Skills (Verbs)** **What Students Need to Be Able to Do**	**DOK Level**
• Political changes in the United States from 1877 to 1898	• Understand political changes in the United States from 1877 to 1898.	1–2
• Economic changes in the United States from 1877 to 1898	• Understand economic changes in the United States from 1877 to 1898.	1–2
• Social changes in the United States from 1877 to 1898	• Understand social changes in the United States from 1877 to 1898.	1–2
• Political issues such as: ➤ Indian policies ➤ Growth of political machines ➤ Civil service reform ➤ Beginnings of Populism	• Analyze political issues such as: ➤ Indian policies ➤ Growth of political machines ➤ Civil service reform ➤ Beginnings of Populism	1–3
• Economic issues such as: ➤ Industrialization ➤ Growth of railroads ➤ Growth of labor unions ➤ Farm issues ➤ Cattle industry boom ➤ Rise of entrepreneurship ➤ Free enterprise ➤ Pros and cons of big business	• Analyze economic issues such as: ➤ Industrialization ➤ Growth of railroads ➤ Growth of labor unions ➤ Farm issues ➤ Cattle industry boom ➤ Rise of entrepreneurship ➤ Free enterprise ➤ Pros and cons of big business	1–3

• Social issues such as those affecting: ➤ Women ➤ Minorities ➤ Children ➤ Immigrants ➤ Urbanization ➤ Social Gospel ➤ Philanthropy of industrialists • Optimism of many immigrants seeking a better life in America	• Analyze social issues such as those affecting: ➤ Women ➤ Minorities ➤ Children ➤ Immigrants ➤ Urbanization ➤ Social Gospel ➤ Philanthropy of industrialists • Describe the optimism of immigrants seeking a better life in America.	1–3 1–2
Student Learning Targets 1. I can analyze and explain changes between 1877 and 1898 related to: ➤ Political issues ➤ Economic issues ➤ Social issues		1–3
2. I can describe the optimism of immigrants seeking a better life in America.		1–2
How Might a Student Demonstrate Advanced or Extended Mastery of the Standard? A student might compare and contrast the political, economic, or social issues between 1877 and 1898 to those of today. The student might also explain how one set of issues (political, economic, or social) affected another set of issues.		
Standard (Learning progression ends here with mastery of this standard.) Analyze political, economic, and social issues in the era between 1877 and 1898.		
4	Compare and contrast the political, economic, or social issues that occurred between 1877 and 1898 to those of today. or Explain how the political, economic, or social issues that occurred between 1877 and 1898 were intertwined.	
3	Analyze and explain changes in political issues, economic issues, and social issues between 1877 and 1898, including the optimism of immigrants seeking America.	
2	Explain changes in political issues, economic issues, or social issues between 1877 and 1898.	
1	Identify key aspects of some political issues, economic issues, and social issues between 1877 and 1898.	

Source for standard: Texas Essential Knowledge and Skills. (2011). Chapter 113: Texas Essential Knowledge and Skills for social studies, subchapter C—High school. *Accessed at http://ritter.tea.state.tx.us/rules/tac/chapter113/ch113c.html on May 19, 2016.*

Figure 5.4:

Standards to Proficiency Scales Tool

Standard:		
Content (Nouns) **What Students Need to Know**	**Skills (Verbs)** **What Students Need to Be Able to Do**	**DOK Level**
What Are the Student Learning Targets?		
How Might a Student Demonstrate Advanced or Extended Mastery of the Standard?		
Standard (Learning progression ends here with mastery of this standard.)		
4		
3		
2		
1		

Figure 5.5:

Assessment Design Tool

Standard or Learning Target	Selected Response	Constructed Response	Performance Assessment	Personal Communication

Figure 5.6:

Target-Test Analysis

Learning Target or Standard	Assessment Items	DOK Level	Points or Rubric Score	Percentage of Test

Team Analysis

1. Should the test be revised for this year and if so, how?

2. Should the instruction be revised and if so, how?

Figure 5.8:

Team Assessment Scoring Protocol

1. Determine independently how you would score each item on the assessment.
   - If you use points, be able to explain the student work required to earn each point.
   - If you use a scale or rubric, be able to explain the work required for each value.
2. Discuss as a team how you will score each item on the assessment and record your agreements. Be clear about how students will earn points or the scale or rubric values.

Assessment Item	Total Points or Rubric Values	Student Work Required to Earn Points or Rubric Values
Learning Target 1		
Learning Target 2		
Learning Target 3		

3. After giving the assessment, bring in three student assessments and independently grade each by standard or learning target. Share your scores and calibrate your results through discussion so that the team grades all students consistently and equitably.

Standard or Learning Target 1 on Assessment			
	Student 1 Score	**Student 2 Score**	**Student 3 Score**
Teacher 1			
Teacher 2			
Teacher 3			
Teacher 4			
Standard or Learning Target 2 on Assessment			
	Student 1 Score	**Student 2 Score**	**Student 3 Score**
Teacher 1			
Teacher 2			
Teacher 3			
Teacher 4			
Standard or Learning Target 3 on Assessment			
	Student 1 Score	**Student 2 Score**	**Student 3 Score**
Teacher 1			
Teacher 2			
Teacher 3			
Teacher 4			

Figure 5.11:

Data-Analysis Protocol

1. Determine the percentage of students proficient on the assessment for each standard or target by teacher and then for all students within the team. Write the information in the following chart.

	Target 1	Target 2	Target 3	Target 4
Teacher A				
Teacher B				
Teacher C				
Teacher D				
Total Team				

2. For each standard or target, determine the number of students who are proficient, close to proficient, and far from proficient by teacher and as a team (write the number or the names of the students).

Target 1

	Proficient	Close to Proficient	Far From Proficient	Total
Teacher A				
Teacher B				
Teacher C				
Teacher D				
Total Team				

Target 2

	Proficient	Close to Proficient	Far From Proficient	Total
Teacher A				
Teacher B				
Teacher C				
Teacher D				
Total Team				

Target 3

	Proficient	Close to Proficient	Far From Proficient	Total
Teacher A				
Teacher B				
Teacher C				
Teacher D				
Total Team				

Target 4				
	Proficient	**Close to Proficient**	**Far From Proficient**	**Total**
Teacher A				
Teacher B				
Teacher C				
Teacher D				
Total Team				

3. What skills did the proficient students demonstrate in their work that set their work apart? Which instructional strategies did teachers use that effectively produced those results?

4. In which area or areas did my students struggle? In which areas did our team's students struggle? What is the cause? How will we respond? Which strategies will we try next?

5. Which students need additional time and support to learn the standards or targets? What is our plan?

6. Which students need extension and enrichment? What is our plan?

7. Do these data show we are on track to meet our SMART goal? Why or why not?

Figure 5.12:

Student Self-Reflection Protocol

Learning Target	Test Questions	Score	How Did I Do? (Circle one.)
		_____ out of _____	I got it! Still learning it . . .
		_____ out of _____	I got it! Still learning it . . .
		_____ out of _____	I got it! Still learning it . . .

Learning Targets I Know and Can Do:	Learning Targets I Am Still Learning:

Figure 5.13:

Student Tracker Example

Standard: _____

	Assignment or Assessment	Score	Percentage
1		_____ out of _____	_____ %
2		_____ out of _____	_____ %
3		_____ out of _____	_____ %
4		_____ out of _____	_____ %
5		_____ out of _____	_____ %
6		_____ out of _____	_____ %

Assignment and Assessment Tracker						
100%						
90%						
80%						
70%						
60%						
50%						
40%						
30%						
20%						
10%						
	1	2	3	4	5	6

Figure 5.15:

Common Formative Assessment Plan

Learning Target or Targets
Assessment Items
Proficiency Level (How many items need to be correct for a student to be proficient?)
Possible Interventions
Possible Extensions

Figure 5.16:
Common Assessment Rubric

	Level 1 Beginning	Level 2 Attempting	Level 3 Practicing	Level 4 Embracing
Common Formative Assessment (During Unit)	Assessment is too long—uses too many instructional minutes to get data for students and teachers. The assessment is at a lower level of rigor than the intent of the standard or the items on the unit assessment. Each teacher on a team makes his or her own assessment.	Assessment is appropriately short in length. Assessment is common; however, teachers may not score it together or may not determine proficiency in advance. Teams write the assessment without considering the final expectations as determined on the summative assessment.	Teams determine proficiency before giving the assessment, and scoring agreements are clear. The rigor matches the intent of the standards and matches the summative assessment. Teachers reflect on the data to make instructional decisions.	Teams analyze trends in student work to determine what students who exceed, meet, nearly meet, and do not meet expectations demonstrate in terms of their understanding and application. Teams take differentiated instructional actions. Students analyze their results and set goals.
Common Summative Assessment (End of Unit)	Teams create the assessment at the end of the unit just before the assessment day. Teams use a publisher test or other assessment as is without making sure every test item aligns to a standard in the unit. Directions or questions are unclear. Scoring details are unclear or not specified. Assessment includes only multiple choice or only constructed response. Teachers may give assessment at the same time. Teachers may modify the assessment.	Teams create the assessment before the unit begins. The assessment contains clear directions and questions. Teams make scoring agreements in advance of giving the assessment. Assessment may only be one format (multiple choice or constructed response). All the teachers on a team give the assessment at roughly the same time. Teachers may modify the assessment or administer it differently from the rest of the team. Teams look at data and then move on.	Teams create the assessment before the unit begins. Items are clearly aligned to the learning targets and standards. Teams determine proficiency by learning target or standard in advance of giving the assessment. Scoring agreements are clear to teachers and students and teams calibrate their scoring. The assessment has a variety of formats. The assessment matches the rigor of the standards. Teams analyze data and teachers determine next instructional steps.	Teams create the assessment before the unit, align items, and emphasize priority standards. There are enough items to determine proficiency on the standards assessed. There is a balance of rigor on the assessment. Teachers analyze the data by standard and by student to determine what students learned and have not learned yet and which students learned and have not learned yet. The team makes a targeted plan. Students analyze and reflect on their assessment data and make learning goals.

Figure 5.17:
Data-Analysis Rubric

	Level 1 Beginning	Level 2 Attempting	Level 3 Practicing	Level 4 Embracing
Gathering Data to Analyze	Teams compare team data from different assessments, assessments that they administer in different ways, or assessments that they grade with no scoring agreements. Teams analyze the data too long after giving the assessment. Teams analyze data for a few teachers who gave the assessment each unit. Teams collect class or student averages instead of proficiency data. Or each team member brings different data to analyze (by test item, standard, or class average, or the overall test).	Teams wait until all teachers have given the assessment and then analyze the data. This means some students have the data immediately and others wait a long time. All teachers give the common assessment within a five-day window. Teams gather their own data and determine the percentage of students who are proficient, but do not collect it in one location to visually show others on the team and discuss as a team.	Teams analyze data quickly after giving the assessment. Team members immediately grade the common assessment using common scoring agreements. All teachers give the common assessment on the same day so they can include all student data in the analysis. Teams collect all data in a central spreadsheet or Google Doc so the data are available to all team members.	Teams analyze data quickly and teachers calibrate their scoring using samples of student work. Teams gather all data and collect them effectively for future use.
Analyzing Data	Teachers verbally relate their data or only give descriptions (such as, "My students did well") without visually looking at team numbers and do not have teachers' data in a central location. After they share data, teams have limited to no conversation and instead move on to planning the next unit.	Teams only look at individual students and miss the teacher and team data or only analyze the teacher and team data without looking at individual students. Teams respond by trying to reteach everything or ignoring enrichment for students who are already proficient. Teams might also insist on taking extra days for intervention after every unit instead of using a schoolwide intervention or weaving the content into the next unit.	Teams look first at the percentage of students who are proficient on each standard or learning target by teacher and as a whole team and then look at each student and each standard. Teams use a protocol to identify the strengths and weaknesses of learning in each classroom and by student to plan for effective interventions and enrichments, as necessary. Teams analyze and modify instructional practices.	Teams efficiently gather and analyze data and record their results for future use within the school year and the following year. Not only do teachers look at the trends in student work to make targeted intervention and enrichment decisions, but students also analyze their data and self-reflect on their progress. Teams use the data to promote a growth mindset in students.

Figure 5.18:

Common Assessment Reflection and Action Plan

Action	Team-Level Rating	Next Steps
Using common formative assessments		
Using common summative assessments		
Gathering and organizing data from common assessments to analyze		
Analyzing trends in student work and collectively responding		

Figure 6.2:

Student Reflection Expectations Protocol

How Will Students Set Goals and Reflect During the Unit?

1. What are the student learning targets for the unit? (Write them using "I can . . ." statements.)

2. How will students know the learning target for each lesson (or know where to look to articulate the learning target for each lesson)?

3. Where and how will students write their reflections related to learning (such as using a tracker sheet, marking a number line to show learning of a target, or writing a goal in a journal)?

4. What will students use as evidence of learning in a unit (such as an exit ticket, a quiz, homework, classwork, or online resources)?

5. How will your team teach students to reflect on their learning during a unit?

Figure 6.3:

Student Self-Assessment and Reflection Sheet

	Preassessment				Postassessment			
	I Don't Know Anything	I Know a Little	I Can Explain It	I Can Teach It	I Don't Know Anything	I Know a Little	I Can Explain It	I Can Teach It
1. I can . . .								
2. I can . . .								
3. I can . . .								
4. I can . . .								
5. I can . . .								
6. I can . . .								
7. I can . . .								
8. I can . . .								
9. I can . . .								
10. I can . . .								
11. I can . . .								

Where Am I Now?	Where Am I Going?	How Do I Close the Gap?
What have I learned so far this semester?	What do I still need to learn?	How will I learn it? What is my plan?

Figure 6.4:
Lesson-Design Protocol

	Lesson-Planning Question	How to Plan
Lesson Frame	Which content standard or standards are students learning in the lesson?	Identify the actual content standard or standards the lesson addresses.
	Which process standards are students learning during the lesson?	Identify the process standards. This relates to the habits of mind students are developing in the lesson. For example, in science, does the lesson address an engineering practice? In mathematics, does the lesson address a mathematical process standard? In English, does the lesson address an English language arts capacity?
	What is the "I can . . ." statement students are learning?	Determine the "I can . . ." statement from the unit related to the lesson.
Differentiation and Formative Feedback	How will you know if students learned throughout the lesson? How will students take action on feedback throughout the lesson?	Consider when you will check in with students to see if they are learning. How will student learning be visible or audible so you and other students can give feedback to students who will make immediate corrections in thinking during the lesson?
	How will students interact with one another during the lesson and learn from one another?	How will student pairings and groupings allow for students to learn from one another? What are the routines and expectations for student actions?
	What is your plan for students who struggle during the lesson?	Some students will get stuck during the lesson. Determine your plan to move them forward without giving away the answer or how to accomplish the task. What questions will you ask? What prerequisites might you need to address? What manipulatives or alternate activities might you need?
	What is your plan for students who finish early?	Some students will understand quickly and well. Determine how you can extend parts of the lesson so students continue learning the content in a meaningful way.
Lesson Structure for Student Learning and Engagement	How will the lesson begin?	Determine what students will be doing during the start of the lesson. Identify how the warm-up or initial activity connects previous learning to the day's lesson, reviews learning, or asks students to explore what they will learn during the lesson. Determine how to clarify the learning target for the day with students.
	What are the different parts of the lesson and what will students do during each? How long will you spend on each part of the lesson?	Determine the parts of the lesson (such as notes, group work, reading, writing, lab work, and so on) and how long students will spend on each part. Students can learn at most fifteen minutes of new information before doing something to apply that knowledge (Hattie & Yates, 2014). Consider how to have students learn through reading, writing, and discussion. Determine how you will actively engage students in learning throughout the unit. Focus not just on the teacher aspects of the lesson, but more on what students will do to learn during each part of the lesson.
	How will the lesson end?	Determine how to have students close the lesson by articulating what they learned (as a whole class, with journal writing, using pair-share, and so on). The conclusion might also include an exit ticket, but this alone does not provide an opportunity for students to reflect on what they learned unless you add a specific question.
	What materials will you need?	Make a list of necessary materials for the lesson and determine how to provide them to students in a way that minimizes transitions.

Figure 6.6:

Instructional Observation Recording Tool

Observer: _____ **Grade and subject:** _____ **Date:** _____

Activity observed: What are students doing? (Engaging in dialogue, doing independent work, completing worksheets, doing project-based learning, using manipulatives, writing, reading, and so on)

Cognitive demand: Circle the thinking you observe or that the teacher facilitates.

Analyze, interpret	Apply	Use cause and effect
Compare, classify, categorize	Create, develop	Draw conclusions
Generalize	Infer	Justify, evaluate
Make connections, summarize	Predict, estimate	Sequence, order
Synthesize		

Locus of control: Who is responsible for most of the thinking and talking—the teacher or students? Note the evidence you observed.

Learning targets: What is the connection between what the students are doing and the posted learning targets?

Evidence of differentiated instruction: What scaffolding or support for differentiated learning did you observe? (Such as modeling, using graphic organizers, offering visual supports, implementing small-group instruction, using manipulatives, featuring project-based learning, giving extended time, and so on)

Classroom environment: How is the classroom arranged? What is posted on the walls? What is the structure of the learning spaces? (Such as desk configuration, use of anchor charts, a literacy- and numeracy-rich classroom, and so on)

Instructional strategies: Which instructional strategies does the teacher use during the lesson?
Final reflections: • I liked . . . • I wonder . . .

Figure 6.7:

Re-engagement Protocol

1. Identify the assessed standard and student learning target.

2. Identify the students who demonstrated learning at levels of advanced, proficient, close to proficient, or far from proficient.

Advanced	Proficient	Close to Proficient	Far From Proficient

3. Look at samples of student work. What did the advanced students show in their work that set them apart? Next, look at the proficient students and look at the trends in their work. Continue with each level and write down the trends in student work for each.

Advanced	Proficient	Close to Proficient	Far From Proficient

4. Determine a collective plan to target learning for each group of students. How will you re-engage each group in learning and who will be responsible for the learning? When will you re-evaluate groups to see if learning occurred?

Advanced	Proficient	Close to Proficient	Far From Proficient

Figure 6.8:
Instructional Practices Rubric

	Level 1 Beginning	Level 2 Attempting	Level 3 Practicing	Level 4 Embracing
Classroom Culture	Teachers see mistakes as bad or challenges to overcome rather than a learning tool. Students sit in rows and seldom, if ever, discuss learning with one another. Teachers establish routines and procedures for movement in the classroom but not necessarily for expectations during learning.	Students begin to learn from mistakes, but may not feel safe making mistakes. Students sit in groups but may not fully utilize one another as resources for learning. Teachers establish routines and procedures, but neither they nor students always follow them.	Students and teachers authentically learn from mistakes and feel safe making mistakes while productively struggling to learn. Students sit in groups for learning and utilize one another as resources. Teachers and students practice routines and procedures to maximize the time they spend learning.	Teachers see mistakes as opportunities for learning and embrace them in a manner that encourages all students to try any task. Students sit in groups and learn from and challenge one another. Teachers and students establish and practice routines and procedures for learning.
First-Best Instruction: Lesson Design	Instruction is lecture only (telling information) with optional note taking. The lesson is the same for all students throughout the class period or block of time. The lesson focuses on an activity rather than a standard, or students simply mimic what teachers model throughout the lesson. There is no closure present beyond instructions for preparing to leave or put things away.	Teachers instruct using the guided release method with structured I do, you do, we do. We do is independent. Teachers intervene for students struggling in a lesson. Teachers tie the lesson to a standard but do not make that clear to students. Students complete an exit slip for closure.	Teachers use flexible instruction with students doing the work and learning through reading, writing, and discussions that include inquiry. Teachers plan for intervention and keep students who finish early busy with tasks. Teachers tie the lesson to a standard and students understand the relationship to the learning target. Tasks include various levels of rigor for which critical thinking and reasoning are necessary. Teachers give time for productive struggle. Students close the lesson by explaining what they learned related to the learning target.	Teachers act as facilitators, managing some direct instruction with more student-led involvement. Teachers plan for intervention and enrichment so all students are engaged in learning throughout the lesson. Teachers tie the lesson to a standard and students understand and can articulate the connections in the lesson to the unit and other units. Students experience different levels of rigor and productively struggle as necessary. Students close the lesson and reflect on their understanding of the learning target.
First-Best Instruction: Discourse	Teachers are the primary person talking in class. Teachers ask "right there" questions, which match the language in the text, and students call out answer or raise their hands to answer. Students only learn from the teacher.	Teachers are the primary person talking in class and directing all conversations. Teachers affirm or refute all answers from questions students pose. Students primarily learn from the teacher, though sometimes from one another.	Teachers pose higher-level questions and students listen to the responses and justifications. Students listen to one another and respond to one another. Students work in groups and learn from one another as well as from the teacher.	Teachers and students pose questions in class and listen and respond fluidly to answers. Students initiate conversations as necessary to learn and make sense of the standard.
First-Best Instruction: Formative Process	Teachers focus on finishing a lesson and do not check student work or think to provide quality feedback. Lessons do not provide opportunities for visible or audible student thinking that teachers can give quality feedback to quickly and effectively.	Teachers check for understanding by having students show thumbs up or down, for example, and then continue teaching accordingly. Lessons provide opportunities to see or hear student thinking, but teachers make no adjustments to instruction.	Teachers provide feedback to students or student groups who are able to connect their thinking as necessary. The teacher sees or hears student thinking in the lesson and adjusts instruction as necessary.	Teachers provide feedback to students and students provide feedback to one another throughout the lesson. Teachers and students see and hear one another's thinking and work together to learn.
Response to Student Learning	Collaborative teams discuss student learning (not always using data) and make individual plans after the discussion to address student learning.	Collaborative teams determine trends and misconceptions in student learning and each design in-class opportunities for remediation, intervention, or extension as necessary.	Collaborative teams determine trends and misconceptions in student learning to design quality intervention, remediation, and extension as necessary.	Collaborative teams analyze data to collectively design intervention, remediation, and extension as necessary and use data to monitor the effectiveness of each.

Figure 6.9:

Effective Instruction Reflection and Action Plan

Action	Team-Level Rating	Next Steps
Designing classroom culture		
Planning units		
Using first-best instruction: daily unit design		
Using first-best instruction: student reflection		
Using first-best instruction: formative process		
Responding to student learning		

Figure 7.2:
SMART Goal Examples

State assessment SMART goal:

By the end of the 2017–2018 school year, the percentage of seventh-grade students passing the reading state assessment will increase from 27 percent to at least 45 percent.

Priority standard or topic SMART goal:

The percentage of eighth-grade students who meet or exceed the standards for writing an argument paper will increase from 14 percent (pretest given September 18, 2017) to at least 70 percent as measured on a schoolwide argument writing exam administered on March 4, 2018.

Note: This is a cohort goal. If this is a yearly administered exam, one can use the percentage from the eighth-grade exam given in March 2017 to March 2018 to make it a program goal.

District benchmark SMART goal:

By the end of trimester 2 in 2017–2018, the percentage of fourth-grade students passing the mathematics trimester 2 benchmark assessment will increase from 46 percent (in 2016–2017) to at least 75 percent.

Common unit assessment SMART goal:

By the end of Unit 2 Photosynthesis in 2017–2018, the percentage of students meeting or exceeding each of the targets on the common unit assessment will increase from 61 percent (in 2016–2017) to at least 75 percent.

Grading SMART goal:

By the end of the second semester in the 2017–2018 school year, the percentage of students earning a D or F in U.S. history will decrease from 36 percent (second semester in 2016–2017) to at least 20 percent.

Figure 7.3:

SMART Goal Plan Protocol

Team: _____ Date: _____

SMART goal:

1. **What will we look for in student work as evidence we have reached the goal?**
   - ➤
   - ➤
   - ➤
   - ➤
   - ➤
2. **Consider the initial data necessary, whether from a test teachers administered in a previous year or a pretest for the current year. What do the initial data show related to strengths and areas of improvement for student learning?**
   - ➤
3. **What will your team commit to doing to reach the team SMART goal?**
   - ➤
   - ➤
   - ➤
4. **When will we give common formative and summative assessments to measure progress toward the SMART goal? How will we analyze the data from the common assessments and determine a response to student learning?**
   - ➤
   - ➤
5. **Which instructional strategies will your team commit to using in order to accomplish this SMART goal?**
   - ➤
   - ➤
   - ➤
   - ➤

AMPLIFY YOUR IMPACT

COACHING COLLABORATIVE TEAMS IN PLCS AT WORK™

foreword by **REBECCA DUFOUR**

THOMAS W. **MANY** MICHAEL J. **MAFFONI** SUSAN K. **SPARKS** TESHA FERRIBY **THOMAS**

Pathways Tool for Critical Question One

Prioritizing Standards	Identifying Targets	Determining Proficiency	Planning Units	Analyzing Strategies
Which standards provide endurance?	What targets did the unwrapping process reveal?	How would you rewrite this target in student-friendly terms?	What targets will you be instructing on next?	What instructional strategies will you use?
Which standards provide readiness for the next level of learning?	Where does the current curriculum address these targets?	What are the prerequisite skills and vocabulary necessary to master this target?	What instructional strategies will you all agree to use during this unit?	Which strategies worked well when this unit was taught in the past? How do you know?
Which standards provide leverage?	Which targets are not adequately addressed in your current curriculum?	To what DOK level should students show mastery?	Approximately how much time will you spend teaching each target?	Which strategies did not work well last time this unit was taught? Why did they not work?
Which standards are most often assessed by standardized tests?	To what DOK level will you teach each target?	What will students create, produce, or be able to do when they master this target?	To what DOK level will you teach each target?	How can you alter these strategies to make them more successful?
If you could only teach ten standards in this course, which would they be? Why?	How will you pace your course curriculum to include these targets?	How will you grade or score this target?	What data, evidence, or student work should your team bring to the next meeting?	What strategies should you delete from this unit?
		What models of proficiency do you have or can you create?		What additional best-practice strategies should you try?

Pathways for Critical Question Two

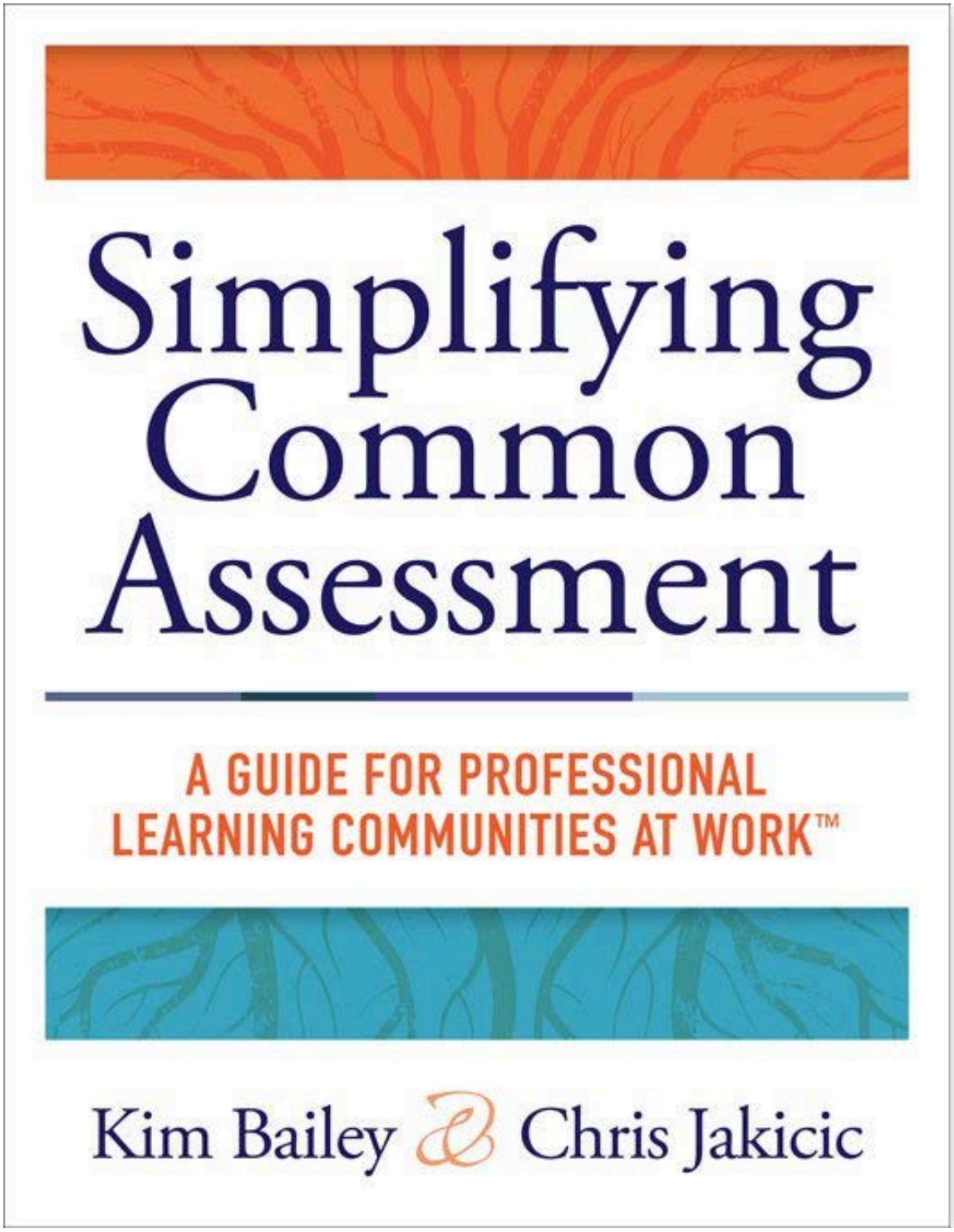
Creating Common Formative Assessments	Analyzing Student Work	Analyzing Assessment Data
When will you deliver your next CFA?	What student work samples did you bring to discuss as a team?	What assessment data did you bring to discuss as a team?
What targets will you address in this CFA?	Find examples of student work you deem proficient. What makes them proficient? Do you all agree?	What are the proficiency rates of each target in individual classrooms?
What targets from previous instruction do you need to reassess?	Look at papers of students who are not proficient. Are there common misconceptions or mistakes? How can you correct those misconceptions or mistakes?	What are the overall team proficiency rates for each target you assessed?
At what DOK levels do you expect students to master the target? Do the CFA questions match this expected level of DOK?	Look at the questions most students got wrong. What are the patterns among the wrong answers? How can you correct the misconceptions or mistakes?	Are proficiency levels higher in some classes than in others? Why? How can you transfer that success to other classes?
What question types will best measure the students' mastery at the required DOK level? Are these included in your assessment?	Did some groups outperform others? Why? How can you transfer that success to other groups?	Which questions did the students most often get wrong? Why? What are the patterns among the wrong answers? How can your team correct the misconceptions or mistakes?
Are there enough items per target to accurately measure the student's level of mastery?	What connections can you make between student performance and instructional strategies?	What connections can you make between student performance and instructional strategies?
Do your multiple-choice items include distractors that will help you identify specific misconceptions?	How will your team address targets that need additional whole-class instruction?	How will your team address targets that need additional whole-class instruction?
When will you analyze the CFA data as a team?	Which students need interventions on which targets? What is your plan for providing those students with additional instruction?	Which students need interventions on which targets? What is your plan for providing those students with additional instruction?
	What should your next steps be as a classroom teacher? As a team?	What adjustments do you need to make to the assessment?

Pathways for Critical Question Three

Analyzing Strategies	Reviewing Assessments	Planning Classroom Interventions	Utilizing a System of Supports
What instructional strategies did you use?	Which questions do students most commonly answer wrong?	What DOK level constitutes proficiency? At what DOK level did students perform?	Has this student been identified to receive Tier 2 or Tier 3 support?
Which ones work well? How do you know?	What standards and targets do those questions assess?	What pieces of the content are students missing (specific targets)?	What type of support is this student already receiving within the classroom?
Which ones didn't work well? How do you know?	What vocabulary in the question and answers could trip up your students?	How can you divide students into groups based on need?	What type of support is this student receiving outside the classroom?
How can you make these strategies more successful?	What patterns do you see in the distractors students chose? What common misconceptions can you identify?	How can you provide students with adjustments in the content you provide (lower Lexile materials, pictorial explanations, and so on)?	Does the student need additional Tier 2 or Tier 3 support?
What other strategies should you try?	Which targets need further small-group or whole-class instruction?	How can you provide students with a different process for understanding the material (for example, peer tutoring, cooperative learning, alternate readings, online activities, and so on)?	What next steps must you take to ensure this student is receiving all the support he or she needs?
	How can the classroom intervention pathway assist your team in making intervention plans?	Can students create a different kind of product to demonstrate their proficiency on this target?	
		How can you break down the material so students can experience success with the target?	

Pathway for Critical Question Four

Planning Enrichment Activities
What DOK level constitutes proficiency? At what DOK level did your students perform?
What components of the content do your students understand the best (specific targets)?
What pieces of the content could you help your students stretch even further?
Are there students who need adjustments in the content you have provided (for example, higher-Lexile-level materials, and so on)?
How can you provide students with a different process for understanding the material at a deeper level (writing to learn, advance organizers, and so on)?
What different kinds of products (with a higher DOK) can students create to demonstrate their proficiency on this target?


Simplifying Common Assessment
A GUIDE FOR PROFESSIONAL LEARNING COMMUNITIES AT WORK™
Kim Bailey & Chris Jakicic

Protocol for Powering the Common Core

To answer the first question a collaborative team asks (What do we want our students to learn?), the team identifies power or essential standards. This protocol provides a step-by step process to do this work.

Preparation

1. Make sure the team is familiar with the three appendices for the ELA standards and appendix A for the mathematics standards and have copies on hand.
2. Each team member will need a copy of the grade-level or course standards the team is powering, and a copy of the standards for the grade level before and the grade level after or the course before and the course after.
3. Teams will use chart paper to write the initial draft list of the standards.
4. Provide copies of sample items (or whole test blueprint, if available) from PARCC or SBAC for each team.
5. The team should review what the criteria (endurance, leverage, and readiness) mean.
6. The team should review all of the grade-level standards to see how they are organized.

Process

- **Step One:** Identify potential power standards using the filtering criteria. Each teacher privately reads the standards and identifies which standards he or she believes should be a power standard.
- **Step Two:** Develop a first draft based on team members' recommendations. The team works to build consensus on which standards should be powered for specific grade levels or courses.
- **Step Three:** Determine alignment between draft power standards and other related documentation. The team considers PARCC and SBAC documents and reviews any data or test blueprints that provide information about which standards should be given more priority.
- **Step Four:** Review for vertical alignment. All of the teachers review all of the standards on the draft list vertically, to see if there are gaps or redundancies. A final list of power standards for the school or district is compiled.

Source: Bailey, K., Jakicic, C., & Spiller, J. (2014). Collaborating for success with the Common Core: A toolkit for Professional Learning Communities at Work. *Bloomington, IN: Solution Tree Press.*

Unwrapping Template

Standard to address			
Context or conditions (What text, problem type, or situation will students encounter?)			
Learning Targets		**Depth of Knowledge**	**Assessment**
Concepts or information students need to know (including big idea)	Big idea:		
Skills students will demonstrate			
Academic language and vocabulary			

Source: Adapted from Bailey, K., Jakicic, C., & Spiller, J. (2014). Collaborating for success with the Common Core: A toolkit for Professional Learning Communities at Work. *Bloomington, IN: Solution Tree Press.*

Template for Unwrapping Based on Level of Rigor

Depth of Knowledge	Specific Learning Targets	Aligned Assessment Items
DOK 1 **Recall** What information, facts, simple procedures, properties, or definitions do we want students to know or recall?		
DOK 2 **Basic Reasoning** What basic reasoning and application of knowledge do we want students to demonstrate? May involve: • Compare and contrast • Classify • Convert information • Solve with formula		
DOK 3 **Strategic Thinking and Complex Reasoning** What higher-order, nonroutine, or complex thinking and analysis do we want students to execute? May involve: • Opinion or judgment • Critique		
DOK 4 **Extended Thinking** What complicated task or problem involving multiple higher-order thinking processes would students resolve? May involve: • Synthesis • Innovation • Reflection and adjustment to solve real-world problems		

Assessment Planning Chart

Learning Targets	Level of Cognitive Demand				
	Recalling DOK 1	Basic Reasoning DOK 2	Strategic Thinking and Complex Reasoning DOK 3	Extended Thinking DOK 4	What Proficiency Will Look Like

ACID Test

A	Is the assessment ***aligned*** to the context, content, and rigor or complexity of the standards? • Look at the language of the standard and the learning targets (from the unwrapped standard) in comparison to the task. Are the thinking types on the assessment aligned to those targets? • Do the various items target the various levels of rigor or application (for example, DOK) represented in the learning targets? For example, is the difficulty of the task or questions at the same level as the target? • Examine any exemplars related to your targeted level of complexity. Is the level of scaffolding or cueing appropriate? • Is the designated level of mastery or proficiency appropriate and aligned?
C	Are the items on the assessment ***clearly written***? • Read the prompt and any distractors provided. By completing this task as written, will students be demonstrating the skills and concepts you are targeting? • Will students understand what you want them to do?
I	Will this assessment be ***informative*** about student learning and produce meaningful data? • Will teams benefit from gathering data on these learning targets in this fashion? • Will specific information on learning targets steer teams toward meaningful interventions and support? • Will this assessment be an opportunity to provide feedback to students?
D	Is the assessment ***designed*** to reflect and support the demands of the standards? • Will the items ask students to show what they know in a way similar to high-stakes assessments? • Are students asked to provide reasoning for their answers? • Are students looking for evidence? • Are students digging into information in a variety of texts and sources?

Understanding the Role of Essential Standards

	Stage 1: Pre-Initiating	Stage 2: Initiating	Stage 3: Developing	Stage 4: Sustaining
Identifying essential standards (See chapter 2, page 17.)	We haven't yet, as a collaborative team, identified the essential standards either unit by unit or for the entire year.	We know what essential standards are and have discussed how we will complete the process.	We have identified the essential standards and have vertically aligned them for our course or grade level.	We have identified our essential standards and communicated them to other teams, students, and parents.
Getting clear on the standards: The unwrapping process (See chapter 2, page 17.)	We haven't yet started identifying the learning targets that we will use in our work.	We've started the process of identifying learning targets by looking at the key words in the standards (nouns, verbs, context).	We have unwrapped each of our standards to determine both explicit and implicit learning targets that we must teach and assess, including the academic vocabulary. We have also discussed the rigor of each of the targets, using a common language such as DOK.	Each collaborative team understands how the learning targets teachers are teaching fit vertically with the grade level or course before theirs and the grade level or course after theirs.
Understanding the expectations for rigor (See chapter 3, page 33.)	We haven't yet built an understanding of the expectations for rigor that we must use in our instruction and assessments.	We have begun the discussions about what rigor should look like and are learning more about DOK and the tasks associated with each level. We are learning how to develop tasks at a variety of DOK levels.	We have begun designing instructional materials and tasks that mirror the expectations for rigor written in our standards. Additionally, we have investigated learning progressions to plan scaffolded strategies to help students learn more rigorous targets.	We have aligned the assessments we use to the anticipated rigor we want our students to master.

Aligning Curriculum, Instruction, and Assessments

	Stage 1: Pre-Initiating	Stage 2: Initiating	Stage 3: Developing	Stage 4: Sustaining
Identifying units of study (See chapter 4, page 51.)	We haven't developed units of instruction that include all of the standards we are expected to teach.	We are working together to make sure that we align all of our units of instruction to the standards. As we identify gaps and redundancies, we are comfortable changing the curriculum or removing unnecessary units to align to the standards.	Our curriculum units are totally aligned to our standards. We have assigned all learning targets to one or more units. The units we've developed reflect the emphasis for our essential standards.	We evaluate the effectiveness of our curriculum by examining the results of our summative assessments and especially the end-of-year tests. We discuss whether we need to change the curriculum based on our student achievement results.
Creating pacing guides (See chapter 4, page 51.)	We haven't yet created pacing guides that reflect consensus on how much time we should dedicate to each unit or standard.	We are in the process of developing pacing guides that reflect consensus among team members about how much time we need for students to learn the essential standards in each unit.	We use our pacing guides effectively and are able to give common formative assessments together, discuss the results, and develop corrective instruction efficiently and effectively.	We modify our pacing guides whenever we see a reason to do so. We know that, over time, our students will come better prepared to learn the essential standards for our grade level or course, and this will require us to change our pacing.
Aligning instructional and assessment strategies (See chapter 4, page 51.)	We haven't yet started to examine the alignment among our curriculum, instruction, and assessments.	We have begun to work collaboratively to identify the instructional strategies aligned to our proficiency expectations. As a team, we value learning together about these strategies.	We have changed our instructional strategies to ensure we're using best practices to help students reach proficiency. We understand that more rigorous curriculum requires different strategies.	We continue to evaluate the effectiveness of the strategies we're using by examining the results of all of our assessments. We compare the results of one strategy against another and value the information we get back.
Determining when to give common formative assessments (See chapter 4, page 51.)	We haven't yet identified when we will use common formative assessments in our work.	We have examined our units of instruction to see where we teach the essential standards. We plan to write common formative assessments approximately once every three weeks.	In addition to the common formative assessments we developed during our first year of implementation, we have added additional assessments (common formative as well as common summative) around our essential standards.	We are always looking for ways to improve the frequency and effectiveness of assessment.

Developing Quality Common Formative Assessments

	Stage 1: Pre-Initiating	Stage 2: Initiating	Stage 3: Developing	Stage 4: Sustaining
Creating an assessment plan (See chapter 5, page 61.)	We don't use assessment plans to guide our assessment work.	We're learning about planning our assessments prior to writing them. We know that this is important to creating a valid assessment.	For each assessment we write, we list the targets to assess and match them to the type of items we will use. We also plan how many questions we will link to each target.	We continually evaluate the effectiveness of each assessment plan after we give the assessment to determine if we assessed the right targets and chose the best item type.
Writing quality questions (See chapter 5, page 61.)	We haven't yet started to look at the issues connected with writing quality questions.	We are learning about writing quality questions and are applying it to our work. We know that with practice we will become better at this process and continue to learn by doing.	We make sure our questions are clear to students, lay out expectations for what we want students to include in the answer, and don't include words or ideas intended to trick students.	We continually evaluate the alignment and effectiveness of assessments (for example, using the ACID [aligned, clearly written, informative, designed] test) to determine if we assessed the right targets and chose or designed the best item types. If not, we develop better questions and save them for the next time we assess that learning target.
Developing the answer key or rubrics (See chapter 5, page 61.)	We don't use answer keys or rubrics in our assessment work.	We are starting to write answer keys for our assessments with at least the correct responses included. We are writing rubrics for our team to use in scoring student responses but haven't yet put them in student-friendly language.	We develop answer keys while we are writing our assessments. They include both correct and possible incorrect responses. We agree on how many questions students have to answer correctly to be proficient. We include rubrics for constructed-response questions and write them in student-friendly language.	We evaluate both our answer keys and our rubrics after each assessment. We have practiced collaborative scoring frequently so that we know we are scoring assessments the same way.

Using Data From Assessments

	Stage 1: Pre-Initiating	Stage 2: Initiating	Stage 3: Developing	Stage 4: Sustaining
Using the correct data for the purpose (See chapter 6, page 77.)	We haven't yet explored whether the assessments we're using match their purpose.	We have started identifying the purpose of each assessment before we use it. We are learning about wide-angle and close-up questions so that we carefully choose the assessments we use.	We are using a variety of assessments confidently as we match the assessment type to our purposes.	We have evaluated the variety of assessments we use and have eliminated those that are redundant and added those that we still needed.
Using protocols for data discussions (See chapter 6, page 77.)	We haven't yet developed and used protocols in our assessment work.	We understand why protocols are necessary to keep our data discussions focused and on track. We've started to use them but aren't yet comfortable with the process.	We use different protocols in our data discussions, depending on what type of assessment data we have. We are confident that we are able to navigate complex issues without getting sidetracked.	We evaluate the effectiveness of our data discussions. We look at both efficiency and effectiveness and discuss how to improve both.
Developing an effective response (See chapter 6, page 77.)	Our responses to assessments are not always effective.	We are learning how to develop our responses to common formative assessments student by student and learning target by learning target. We are also using our summative assessments more effectively to evaluate our SMART goals, identify students who urgently need help, and evaluate our pacing guides and curriculum units.	We are confident that we can effectively use both common summative and common formative assessments to plan corrective instruction and intervention. We design these responses based on the results from specific assessments.	We evaluate the effectiveness of our responses to both summative and formative assessments. We are comfortable changing our practices when the evidence shows us we need to.

Involving Students in the Process

	Stage 1: Pre-Initiating	Stage 2: Initiating	Stage 3: Developing	Stage 4: Sustaining
Moving from using grades to using feedback (See chapter 7, page 93.)	We haven't yet examined our grading practices related to the assessment process.	We have agreed that we need to move away from grading formative assessments and, to that end, have started learning more about what makes quality feedback and how other teachers have taken this step.	We have begun to use descriptive feedback on our formative assessments. We are helping students see its purpose and how they should respond to their own feedback. We have seen the language we're using change from grades to scores.	Students seek feedback from teachers as well as peers. They understand and value the purpose of knowing the learning targets, of formative assessment, and of feedback.
Building a learning partnership with students (See chapter 7, page 93.)	We haven't yet explored how to involve students in the assessment process.	Our students are building a growth mindset and know what expected targets of learning are for each lesson.	Students see formative assessment as evidence they can use to know what they've learned as well as what they still need to learn.	Student learning is an equal partnership between the teacher and student. Students fully understand what proficiency looks like and are engaged in getting to that point and beyond.

Protocol for Assessment Planning

Steps	Team Notes
1. Determine which essential learning targets to include on the assessment and list them in the first column of the template.	Five minutes For a common formative assessment, there should be a maximum of three learning targets.
2. Review the DOK level associated with the learning target.	Three minutes
3. Decide what type of assessment item to use and how many will be necessary to ensure reliability. Match the rigor and type of learning target to the type of item that will best assess it.	Five minutes
4. Decide how many questions the student must get correct or what level of the rubric the student must achieve in order to be considered proficient, and list it in the final column under "What Proficiency Will Look Like."	Five minutes
5. Review the plan to consider how much time the assessment will take.	Five minutes

Protocol for Using Common Summative Assessment Data

Steps	Team Notes
1. Set the stage. • Establish the purpose of the meeting. • Determine the desired outcome. • Review norms (focusing on data norms).	Three minutes
2. Review the focus of the assessment, addressing the following questions. • How are the data from this assessment organized? • What learning targets or standards were measured? • How do we determine proficiency?	Five minutes Ensure input from all participants.

3. Discuss the data.
• Working individually, each teacher should examine the data, looking for fact statements and not drawing any inferences or conclusions.
• Take turns sharing the facts; the recorder takes notes.
• Once everyone has listed the facts, the group then begins to develop inferences and conclusions.
  ◦ How many students were proficient, not proficient, and beyond proficient?
  ◦ Discuss patterns in the data such as how clusters of students (by subgroup, by teacher) performed, how any specific interventions affected growth, and how changes in pacing or instructional strategies affected performance.
• If we are using this assessment for screening or progress monitoring, identify the students who need continued support and those who need less support.
	Fifteen to twenty minutes
	Record the facts first and then the inferences and conclusions.

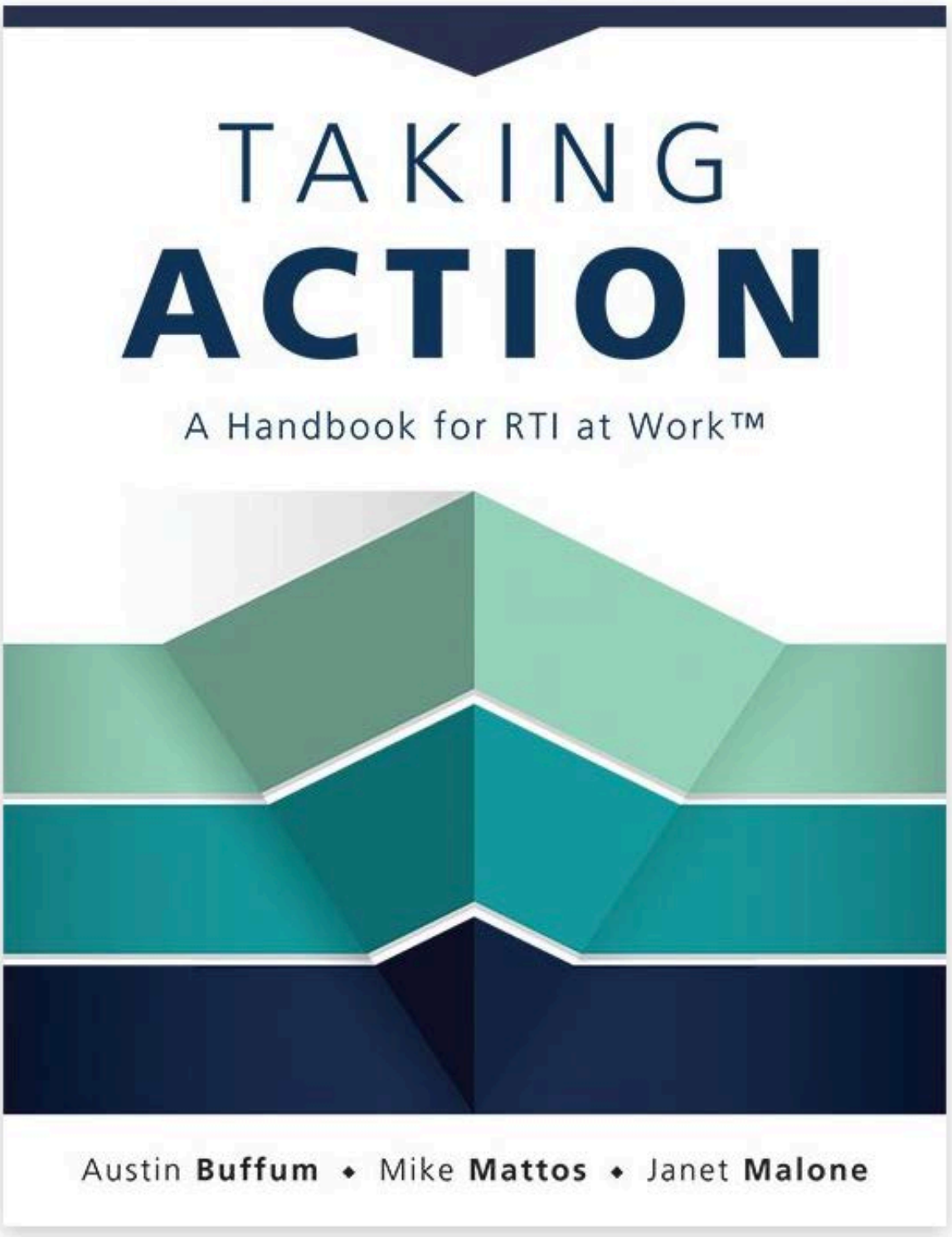
4. Develop the action plan. • Develop the plans for how to use the data to work with flexible student groups, change pacing if needed, and consider any instructional strategies to add.	Fifteen to twenty minutes
5. Set goals for improvement. • Discuss what we learned from these data and what follow-up assessments we will use. • Consider any obstacles or stumbling blocks the discussion identified. • Discuss ongoing efforts and strategies designed to ensure quality initial instruction. • If appropriate, review the SMART goal this assessment measures, and tweak as necessary.	Eight to ten minutes Identify no more than three strategies to directly impact achievement in this area.
6. Determine agreed-on actions and results indicators. • What indicators will we use to determine the effectiveness of the results of this action plan? • How will we know if this plan is effectively improving student achievement?	Five minutes Record decisions and summarize for the group.

Protocol for Using Common Formative Assessment Data

Steps	Team Notes
1. Set the stage. • Establish the purpose of the meeting. • Review norms (focusing on data norms).	Two minutes
2. Review the focus of the assessment. • Identify the essential learning targets we assessed and which questions we designed to assess each of them. • Review the expectations for proficiency (for example, two out of three correct on a multiple-choice assessment, or a level 3 on the rubric). • Discuss any questions we had when we scored student work.	Two minutes
3. Discuss the data. • For each target, identify how many students will need additional time and support.	Five minutes Each team member must participate in this discussion.
4. Determine student misconceptions and errors. • For each target, identify which students need help. • Once we've identified the students who need help, regroup them by specific need (for example, students who made a calculation error versus students who chose the wrong solution pathway).	Ten minutes Be careful to do this step one essential learning target at a time.
5. Determine instructional strategies. • Decide whether we will develop small groups for reteaching or if we will use a re-engagement lesson with the whole class. • Each teacher should share his or her original instructional strategy so that we can see if one strategy worked better for certain students. • For each target and for each mistake or misconception, develop a plan to help students move ahead on their learning of that target. • If necessary, go back to best practice information about how to teach the concept or about what strategies work best for struggling students. Consult instructional coaches or specialists if necessary.	Fifteen minutes Make sure that all team members have the same understanding of what this will look like.
6. Develop the items that we will use to monitor whether students met the learning target after this response. This will provide information about which students still need help on this essential target.	Ten minutes This reassessment may be done orally or may be a version of the original assessment.

Unit Pacing Guide

Essential Targets	Days Needed to Teach	Assessed on the Common Formative Assessment?	Assessed on the Common Summative Assessment?
Supporting Targets	**Days Needed to Teach**	**Assessed on the Common Formative Assessment?**	**Assessed on the Common Summative Assessment?**


TAKING
ACTION
A Handbook for RTI at Work™
Austin Buffum • Mike Mattos • Janet Malone

Essential Standards Chart

Working in collaborative teams, examine all relevant documents, Common Core standards, state standards, and district power standards, and then apply the criteria of endurance, leverage, and readiness to determine which standards are essential for all students to master. Remember, *less is more*. For each standard selected, complete the remaining columns. Complete this chart by the second or third week of each instructional period (semester).

What Is It We Expect Students to Learn?					
Grade	**Subject**	**Semester**	**Team Members**		
Description of Standard	**Example of Rigor**	**Prerequisite Skills**	**When Taught?**	**Common Summative Assessment**	**Extension Standards**
What is the essential standard to be learned? Describe in student-friendly vocabulary.	What does proficient student work look like? Provide an example or description.	What prior knowledge, skills, or vocabulary are needed for a student to master this standard?	When will this standard be taught?	What assessments will be used to measure student mastery?	What will we do when students have already learned this standard?

Source: Adapted from Buffum, A., Mattos, M., & Weber, C. (2012). Simplifying response to intervention: Four essential guiding principles. *Bloomington, IN: Solution Tree Press.*

Essential Standards Student Tracking Chart

By the Student, By the Standard, By the Target

Student Name	Essential Standards															
	Standard or Outcome	Target 1	Target 2	Target 3	Target 4	Standard or OUtcome	Target 1	Target 2	Target 3	Target 4						

Essential Standards Unit Plan

Use the four-step process (page 89) to complete the following plan.

<table>
<tr><td colspan="3">Essential standard:</td><td colspan="2">❑ Knowledge
❑ Reasoning
❑ Performance skills
❑ Product</td></tr>
<tr><td colspan="3">End-of-unit assessment:</td><td colspan="2">When taught:

Instructional days needed:</td></tr>
<tr><td>Knowledge Targets</td><td>Reasoning Targets</td><td>Performance Skills Targets</td><td colspan="2">Product Targets</td></tr>
<tr><td></td><td></td><td></td><td colspan="2"></td></tr>
<tr><td colspan="5">Student-friendly learning targets:</td></tr>
<tr><td>Assessment
(Which target or targets are being assessed? How will the assessment be used? Is it a common or individual assessment?)</td><td colspan="2">Connection to Standard
(How will this assessment set up students for successful mastery of the standard?)</td><td>Student Involvement
(How will students engage in the assessment process?)</td><td>Time Line</td></tr>
<tr><td>1.</td><td colspan="2"></td><td></td><td></td></tr>
<tr><td>2.</td><td colspan="2"></td><td></td><td></td></tr>
<tr><td>3.</td><td colspan="2"></td><td></td><td></td></tr>
</table>

REPRODUCIBLE

RTI at Work Essential Actions for Tiers 1, 2, and 3

A Culture of Collective Responsibility

ACTION 1: Establish a Guiding Coalition

ACTION 2: Build a Culture of Collective Responsibility

ACTION 3: Form Collaborative Teacher Teams

ACTION 4: Create Time for Collaboration

ACTION 5: Commit to Team Norms

Tier 1

Teacher Team Essential Actions

ACTION 1: Identify Essential Standards for Each Grade Level or Course

ACTION 2: Create an Essential Standards Unit Plan

ACTION 3: Implement the Team Teaching-Assessing Cycle

ACTION 4: Give Common End-of-Unit Assessment for Essential Standards

ACTION 5: Identify Students for Tier 2 Support by Student, Standard, and Learning Target

Schoolwide Essential Actions

ACTION 1: Ensure Access to Essential Grade-Level Curriculum

ACTION 2: Identify and Teach Essential Academic and Social Behaviors

ACTION 3: Provide Preventions to Proactively Support Student Success

Tier 2

Teacher Team Essential Actions

ACTION 1: Design and Lead Supplemental Interventions for Academic Essential Standards

ACTION 2: Consider Screening in Immediate Prerequisite Skills

ACTION 3: Monitor the Progress of Students Receiving Supplemental Supports

ACTION 4: Extend Student Learning

Schoolwide Essential Actions

ACTION 1: Schedule Time for Supplemental Interventions

ACTION 2: Establish a Process for School-wide Student Intervention Identification

ACTION 3: Plan and Implement Supplemental Interventions for Essential Social and Academic Behaviors

ACTION 4: Coordinate Interventions for Students Needing Skill *and* Will Supports

Tier 3	
Schoolwide Essential Actions	**Intervention Team Essential Actions**
ACTION 1: Identify Students Needing Intensive Support	ACTION 1: Diagnose, Treat, Prioritize, and Monitor Tier 3 Interventions
ACTION 2: Create a Dynamic, Problem-Solving Site Intervention Team	ACTION 2: Ensure Proper Intervention Intensity
ACTION 3: Prioritize Resources Based on Greatest Student Needs	ACTION 3: Determine if Special Education Is Needed and Justifiable
ACTION 4: Create a Systematic and Timely Process to Refer Students to the Site Intervention Team	
ACTION 5: Assess Intervention Effectiveness	

Sample Common Formative Assessment for Persuasive Writing

Learning targets:

- I can make a claim and support it with evidence.
- I can organize and explain my ideas through writing.
- I can use correct spelling, punctuation, and grammar in my writing.

Task

You are attending a new high school scheduled to open next school year. As a student, you have been asked to provide input on the selection of a school mascot. The choices are:

Wolverine—strong animal

Falcon—bird of prey, trained for hunt

Monarch—independent ruler

Choose one mascot and write a few sentences explaining why it would be the best choice for your school.

Scoring Criteria

Learning Target	3	2	1
I can make a claim and support it with evidence.	• The claim is clear. • Evidence supports the claim.	• The claim is somewhat clear. • Evidence somewhat supports the claim.	• The claim is unclear or not stated. • Evidence doesn't exist or doesn't support the claim.
I can organize and explain my ideas through writing.	• Introductory and concluding sentences grab the reader's attention and frame the writing. • Supporting sentences are in a clear sequence, and they explain how evidence supports the claim.	• Introductory and concluding sentences are in place but do not grab the reader's attention. • Supporting sentences are in an unclear sequence or somewhat explain how evidence supports the claim.	• Introductory or concluding sentence, or both, is missing. • Supporting sentences are in random order or do not explain how evidence supports the claim.
I can use correct spelling, punctuation, and grammar in my writing.	• There are very few or no spelling, punctuation, or grammatical errors.	• There are some spelling, punctuation, or grammatical errors, but they don't get in the way of the message.	• There are so many spelling, punctuation, or grammatical errors that it is difficult to grasp the message.

Sample Data for Persuasive Writing

The following chart is an example of how teams can collect CFA data in a way that shows individual student results and collective classroom results based on specific learning targets. Students need to score a 2 or 3 to demonstrate proficiency.

	Making a Claim					Organization and Explanation					Conventions				
Student	Class 1	Class 2	Class 3	Class 4	Total	Class 1	Class 2	Class 3	Class 4	Total	Class 1	Class 2	Class 3	Class 4	Total
1	3	3	2	3		3	3	1	3		3	3	3	3	
2	3	3	3	3		2	2	3	2		2	3	3	2	
3	3	3	2	3		2	2	1	2		2	3	3	3	
4	3	3	1	3		3	1	1	3		2	2	3	3	
5	3	2	3	2		3	1	2	3		3	2	3	2	
6	3	3	3	3		3	3	3	3		2	3	3	2	
7	3	3	3	3		3	3	3	3		2	3	3	2	
8	3	3	3	3		3	2	3	3		1	1	3	3	
9	3	3	3	3		3	2	3	2		3	2	3	2	
10	3	3	3	3		2	3	2	2		1	2	3	2	
11	3	3	1	3		2	3	1	2		3	3	2	1	
12	3	3	2	2		2	3	1	3		3	1	1	2	
13	2	2	3	3		1	1	2	3		1	2	2	2	
14	3	1	3	3		3	1	2	2		1	1	3	1	
15	3	2	3	3		3	1	2	2		1	2	3	1	
16	3	3	2	3		3	3	1	3		3	3	3	2	
17	3	3	2	3		2	3	1	3		2	3	3	2	
18	3	3	3	2		2	3	2	1		1	3	3	1	
19	3	3	3	3		2	3	2	2		3	2	3	3	
20	3	3	3	3		3	2	2	2		3	3	1	2	
21	3	3	3	3		3	2	3	2		3	2	1	2	
22	3	3	3	3		3	2	2	3		3	1	1	3	
23	3		3	3		3		2	3		2		2	3	
24	3		1			3		1			2		2		
25	3					2					3				
Percent Proficient	100	96	87	100	96	96	77	66	96	84	76	82	83	83	81

REPRODUCIBLE

Sample ELA Essential Standards Unit Plan

This is a sample essential standards unit plan for grade 9 English language arts.

Essential standard: W.9–10.1—Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	❑ Knowledge ❑ Performance skills ❑ Reasoning ☑ Product
End-of-unit assessment: Read an article on a contentious topic, and write a persuasive essay that includes an analysis of the topic. Then, take a stand and defend it with relevant and sufficient evidence. A choice of several articles will be provided.	**When taught:** November **Instructional days needed:** Nineteen

Knowledge Targets	Reasoning Targets	Performance Skills Targets	Product Targets
• Organize essay and paragraph. • Demonstrate basic writing mechanics.	• Analyze text for key ideas. • Explain reasoning for stance taken. • Identify and include relevant and sufficient evidence. • Select and use persuasive language. • Sequence written text in a cohesive and organized manner.	• Demonstrate word processing skills. • Demonstrate understanding and use of all steps in the writing process.	• Write an effective introductory sentence. • Craft a cohesive, well-organized, and mechanically correct paragraph, text analysis, and support of a claim. • Draft multiple-paragraph essay.

Student-friendly learning targets:

- I can analyze nonfiction text for key ideas.
- I can make a claim and use relevant and sufficient evidence to support it.
- I can organize and explain my ideas in writing.
- I can use correct spelling, punctuation, and grammar.
- I can explain my thinking and strategies.

Assessment (Which target or targets are being assessed? How will the assessment be used? Is it a common or individual assessment?)	Connection to Standard (How will this assessment set up students for successful mastery of the standard?)	Student Involvement (How will students engage in the assessment process?)	Time Line
1. Mascot persuasive paragraph (common formative, individual)	Students demonstrate baseline persuasive writing skills.	Students self-assess and set goals for improving persuasive writing skills.	Day three
2. Text analysis paragraph (formative and summative, individual)	Students practice comprehension and analysis of text, as well as paragraph organization.	Students self-assess and peer-assess the pretest and revise.	Day six: Rough draft Day eight: Final draft
3. Mechanics quiz and paragraph editing (summative, individual)	Students develop accurate use of mechanics and ability to self-edit.	Students analyze quiz results to identify growth targets.	Day ten
4. Practice essay (formative, individual and partner classes)	Students combine all skills in a finished product.	Students peer-assess and collaboratively score sample papers.	Days eleven through fifteen

Source of standard: National Governors Association Center for Best Practices & Council of Chief State School Officers. (2010). Common Core State Standards for English language arts and literacy in history/social studies, science, and technical subjects. *Washington, DC: Authors. Accessed at www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf on February 24, 2017.*

Sample Mathematics Essential Standards Unit Plan

This is a sample essential standards unit plan for grade 4 mathematics.

Essential standard: Student will represent multiplication of two-digit by three-digit numbers and describe how that representation connects to the related number sentence.	❑ Knowledge ❑ Performance skills ☑ Reasoning ❑ Product
End-of-unit assessment: Twenty-five-item test with five items: one digit × two to three digits, five items with two digits × two digits, five items with two digits × three digits, and ten points for problem solution with description	**When taught:** March **Instructional days needed:** Sixteen

Knowledge Targets	Reasoning Targets	Performance Skills Targets	Product Targets
• Know basic facts 0–10. • Know and use several models to represent number sentences.	• Explain how the representation matches the number sentence. • Identify and explain strategies used to solve problems. • Compute multiple-digit problems accurately.		

Student-friendly learning targets:

- I can recall basic facts, 0–10, quickly and accurately.
- I can set up multiplication problems.
- I can use two ways to solve multiplication problems.
- I can use effective strategies to solve problems and find a workable solution.
- I can explain my thinking and strategies.

Assessment (Which target or targets are being assessed? How will the assessment be used? Is it a common or individual assessment?)	Connection to Standard (How will this assessment set up students for successful mastery of the standard?)	Student Involvement (How will students engage in the assessment process?)	Time Line
1. Ongoing daily quizzes of basic multiplication facts 0–10; one summative quiz—that the student chooses—per week (individual)	Students develop accurate and fluent recall of multiplication facts to successfully compute multiple-digit problems.	Students track daily progress and determine when they are ready for a summative quiz each week.	Ongoing, daily
2. Single digit × two to three digits using two different models and with explanation of models (formative and summative, common formative)	Students develop fluency with multiple algorithms and mathematical language to explain their thinking.	Students self-assess and peer-assess the pretest and make corrections.	Day three: Pretest (formative) Day six: Summative test
3. Two digits × two digits using different models and with explanation of models (formative and summative, individual)	Students develop fluency with multiple algorithms and mathematical language to explain their thinking with problems that have two-digit multipliers.	Students self-assess the pretest, make corrections, and set goals for the summative test.	Day nine: Formative Day twelve: Summative
4. Two-digit × three-digit numbers (mysterious multiplication) (formative, common)	Students use multiplication understanding to solve problems and identify workable solutions.	Students self-assess, select appropriate practice activities, and set goals for final summative test.	Day fourteen: Formative Day sixteen: Final summative

Student-Friendly Language

Use the following chart to convert the learning targets into student-friendly language.

Essential standards:		
Words or Terms to Clarify	**Definition**	**Student-Friendly Language**

Team Protocol for Common Formative Assessment

Use the following for collaborative analysis and collective response.

1. Consider the assessment task:
    - What worked well?
    - What did not work well?
    - How might you revise the assessment to make it more effective?

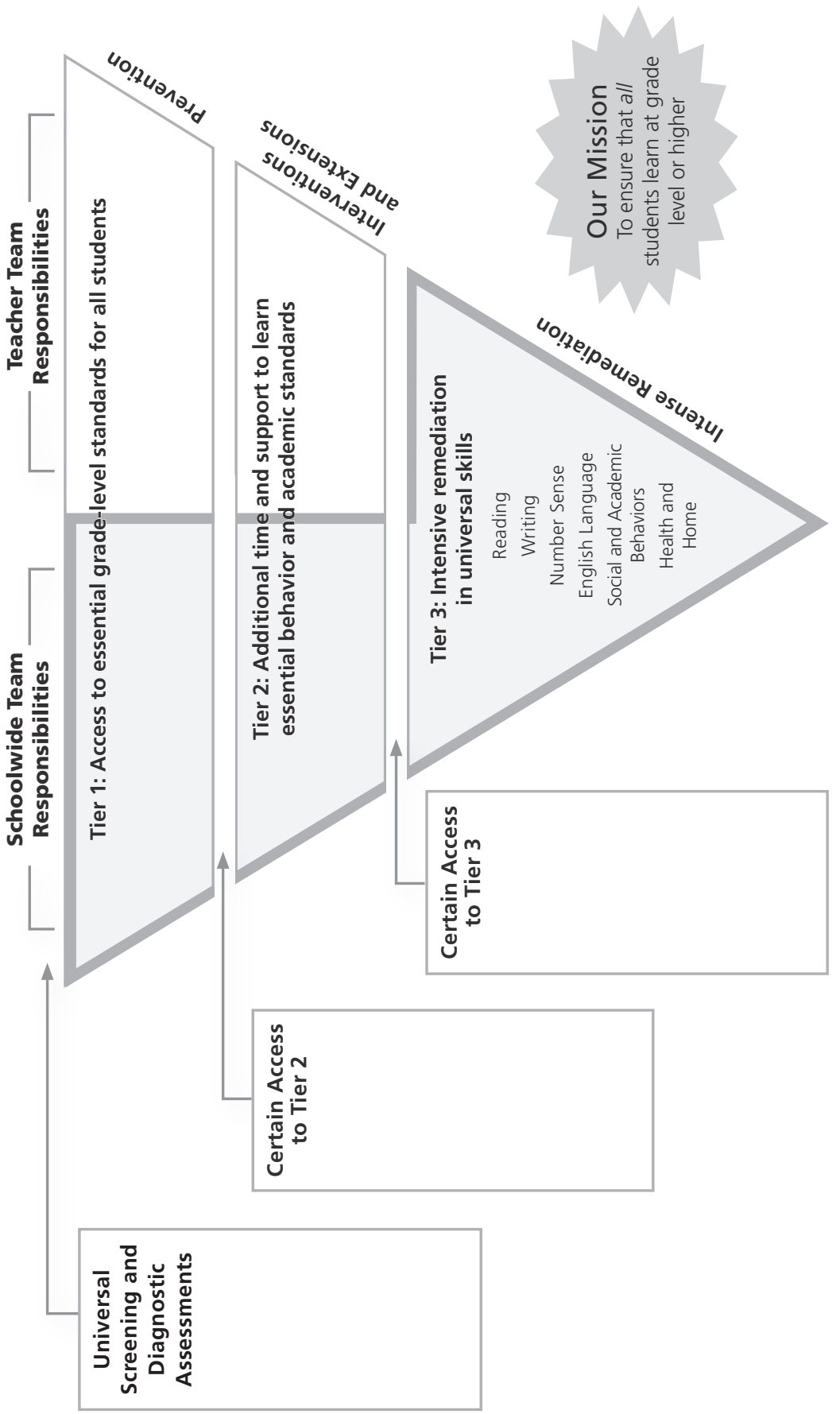
2. Analyze these data, and identify areas for targeted response.
    - As a team, which learning targets require more attention?
    - As a team, which students did not master which targets?
    - As a team, which classroom or classrooms require additional support?
    - As an individual teacher, which area was my lowest, and how can I improve?

3. Create a team plan of action to address the needs these data identify, including assessment modifications, curricular modifications, and instructional response.

Team Response for Common Formative Assessment

After implementing and analyzing a common formative assessment, the team identifies students who need additional time and support, students who are on target (demonstrate minimal mastery), and students who need extension (demonstrate strong mastery and beyond). Agree on an instructional activity for each group. Share lesson-plan outlines and materials with all team members.

Essential standard:		
Need Additional Time and Support	**On Target**	**Need Extension**
Students:	**Students:**	**Students:**
Instructional Plan:	**Instructional Plan:**	**Instructional Plan:**



Subject	6th Grade Staff	Rm	Period 1	Period 3	Period 5	Period 7	Period 2	Period 4	Period 6	Period 8	ELO
Team A- ILP/IEP											
6th Math	Rosenkrance	322	C1 Daily	C1 Daily	C1 Daily	PLAN	C1 Daily	C1 Daily	C1 Daily	PLAN	ELO 6
6th EN/Tech	Blakey	308	EN & Tech Daily	PLAN	EN & Tech 6 Daily	EN & Tech 6 Daily	EN & Tech Daily	PLAN	EN & Tech 6 Daily	EN & Tech 6 Daily	ELO 6
6th SC	Hollinger	312	PLAN	S1 His 6/ S2 Sci 6	S1 His 6/ S2 Sci 6	S1 His 6/ S2 Sci 6	PLAN	S1 His 6/ S2 Sci 6	S1 His 6/ S2 Sci 6	S1 His 6/ S2 Sci 6	OFF
Team B											
6th Math	Skinner	320	C2XL Daily	C1 Daily	C1 Daily	PLAN	C2XL Daily	C1 Daily	C1 Daily	PLAN	ELO 6
6th EN/Tech	Laughlin	307	EN & Tech Daily	PLAN	EN & Tech 6 Daily	EN & Tech 6 Daily	EN & Tech Daily	PLAN	EN & Tech 6 Daily	EN & Tech 6 Daily	ELO 6
6th SC/HS	Gillespie	313	PLAN	S1 His 6/ S2 Sci 6	S1 His 6/ S2 Sci 6	S1 His 6/ S2 Sci 6	PLAN	S1 His 6/ S2 Sci 6	S1 His 6/ S2 Sci 6	S1 His 6/ S2 Sci 6	ELO 6
Team C											
6th Math	Raugewitz	319	C1 Daily	C2XL Daily	C1 Daily **(IEP)**	PLAN	C1 Daily	C2XL Daily	C1 Daily **(IEP)**	PLAN	ELO 6
6th EN/TEch	Bean	311	EN & Tech Daily**(IEP)**	PLAN	EN & Tech 6 Daily	EN & Tech 6 Daily	EN & Tech Daily**(IEP)**	PLAN	EN & Tech 6 Daily	EN & Tech 6 Daily	ELO 6
6th SC/HS	Ashe	315	PLAN	S1 His 6/ S2 Sci 6	S1 His 6/ S2 Sci 6	S1 His 6/ S2 Sci 6	PLAN	S1 His 6/ S2 Sci 6	S1 His 6/ S2 Sci 6	S1 His 6/ S2 Sci 6	ELO 6
7th Grade Staff											
7th English	Lardner	417	PLAN	**En 7 Daily (IEP)**	HN EN 7	EN 7	PLAN	**En 7 Daily (IEP)**	EN 7	HN EN 7	ELO 7
7th English	Downing	414	PLAN	En 7	EN 7	HN EN 7	En 7	PLAN	HN EN 7	EN 7	ELO 7
7th Math	Dern	407	Con2xl 7	Con2 7	Algebra 1-7	PLAN	Con2 7	Con2 7 **(IEP)**	PLAN	Algebra 2-8	ELO 7 MA
7th Math	Bonertz	404	Algebra 1-7	Con2xl 7	PLAN	Algebra 1-7	Algebra 1-8	Con2 7	PLAN	Con2 7	ELO 7 MA
7th Science	Blank	420	SC 7	PLAN	S1 Sci Adv/ S2 Sci Adv	SCI O TOSA*	HN SC 7	HN SC 7	PLAN	HN SC 7	ELO 678 SCI O
7th Science	Tracy	422	SC 7	PLAN	CARES	SC 7	SC 7	SC 7 **(IEP)**	PLAN	SC 7	ELO 678 SCI O
7th History	Darrow	416	PLAN	HS 7 **(IEP)**	HN HS 7	HN HS 7	HS 7	HNHS 7	PLAN	HS 7	ELO 7
7th History	Grigg	508	PLAN	HS 7	HS 7	HS 7					ELO
8th Grade Staff											
8th English	Menard	519	HN EN 8	HN EN 8	PLAN	EN 8	EN 8	S1 Creat Writ / S2 Creat Writ	PLAN	EN 8	ELO 8
8th English	Parker	516	EN 8	EN 8	PLAN	EN 8 Daily	HN EN 8	HN EN 8	PLAN	EN 8 Daily	Yearbook 6/7/8
8th Math	McGregor	504	Geometry 8	PLAN	Algebra 1-8	Con 3	Con 3	Algebra 1-8	PLAN	Geometry 8	ELO 8 MA
8th Math	Meadors	505	Con 3	PLAN	C1 Daily	Geometry 8	Geometry 8	Con 3	C1 Daily	PLAN	ELO 8 MA
8th Science	Keever	526	SC 8	PLAN	S1 Sci Adv/ S2 Sci Adv	HNSC 8	SC 8	PLAN*	SC 8	HNSC 8	ELO 8
8th Science	Ferrell	524	SC 8	SC 8	PLAN	GL 8	HN SC 8	PLAN	TOSA	HNSC 8	ELO 8
8th History	Morgan	520	HS 8	HS 8	HN HS 8	PLAN	HNHS 8	HS 8	HNHS 8	PLAN	OFF
8th History	Grigg	508					HS 8	HS 8	HS 8	PLAN	ELO

Subject	6th Grade Staff	Rm	Period 1	Period 3	Period 5	Period 7	Period 2	Period 4	Period 6	Period 8	ELO
Encore Staff											
Technology	Lawrence	409	S1 Tech 7/ S2 Tech 7	S1 Web Design/ S2 Web Design	S1 Tech 7/ S2 PLAN	S1 PLAN/ S2 Tech 7	S1 Eng6 Spt/S2 PLAN	S1 PLAN/ S2 Tech 7	S1 Tech 7/ S2 Tech 7	S1 Tech 7/ S2 Tech 7	Robotics 678
8th Tech	Lewis	510	PLAN	S1 Exploring ech/S2 Tech 8	S1 Broadcasting/ S2 Exploring Tech	S1 Tech 8/S2 Broadcasting	PLAN	S1 Tech 8/ S2 Tech 8	S1 Tech 8/ S2 Tech 8	S1 Tech 8/ S2 Tech 8	Robotics 678
Band	Perez	712	Band 6	PLAN	Band 7-8 (Concert)	Band 7-8 (Concert)	PLAN	Band 6	Band 7-8 (Symphonic)	Band 6	Unscheduled ELO
Choir	Wheeler	711	Choir 6	Mens Choir 7/8	PLAN	Choir 7	Womens Choir 7/8	Choir 6	PLAN	Choir 6	ELO 678 Drama
Orchestra	Griffey	710	Orchestra 6	Orchestra 7 (Concert)	Orchestra 7 (Concert)	PLAN	PLAN65%/OFF	Orchestra 6	Orchestra 7/8 (Symphonic)	Orchestra 6	OFF
PE/Health	B. Limon	Gym	S1 PLAN/S2 Weights	S1 PE 8/ S2 PE 6	S1 Weights/S2 Weights	S1 PE 6/ S2 PE 8	S1 PE 6/ S2 PLAN	S 1 PE 8/S2 PE 8	S 1 PE 8/S2 PE 8	S 1 PE 8/S2 PE 8	PLAN
PE/Health	J. Benson	Gym	PE Health 7	S1 PE 6/ S2 PE 6	PLAN	S1 PE 6/ S2 PE 6	S1 PE 6/ S2 PE 6	PE Health 7	PE Health 7	PLAN	ELO 7
PE/Health	Je. Morgan	Gym	PE Health 7	PE Health 7	PE Health 7	PLAN	PE Health 7	PE Health 7	PLAN	PE Health 7	ELO 7
Art	Benge	408	S1 Art 7/ S2 Art 7	S1 Art 6/ S2 PLAN	S1 PLAN/ S2 Art 7	S1 Art 7/ S2 Art 6	S1 PLAN/ S2 Art 6	S1 Art 7/ S2 PLAN	S1 Art 7/ S2 Art 7	S1 Art 7/ S2 Art 7	ELO 7
Art	Durkin	509	S1 Art 8/ S2 Art 8	S1 Art 6/ S2 Art 6	PLAN	S1 Art 6/ S2 Art 6	S1 Art 6/ S2 Art 6	S1 Art 8/S2 PLAN	S1 PLAN/ S2 Art 8	S1 Art 8/ S2 Art 8	ELO 8
FCS	Forsythe	300	S1/Creat Foods/S2 Creative Fds	S1 PLAN/S2 Creat Foods	S1/Creat Foods/S2 Creative Fds	OFF	OFF	S1 Creat Fds/S2 Creat Fds	S1 Creat Foods/S2 PLAN	S1 Creat Fds/S2 Creat Fds	OFF*
Spanish	Matkin	517	PLAN	SP 2	SP 2	SP 2	SP 1b 7/8	SP 1b 7/8	SP 1b 8	PLAN	SP 1a 6
Spanish	LaRue	413	SP 1a 7/8	SP 1b 7/8	PLAN	OFF	SP 1b 7/8	SP 1b 7/8	SP 1a 7	PLAN	SP 1a 6
Spanish	Husted	Varied				SP 1b 7/8 (413)	SP 1a 7/8 (323)	SP 1a 7/8 (414)	SP 1a 7 (516)	PLAN	SP 1a 6 (520)
French	Fischer	323	FR 2	FR 1b 7/8	PLAN	OFF	PLAN	FR 1a 7	FR 1a 7	FR 1b 7/8	FR 1a 6
Intg Services	Effler	403	Inclusion (EN6)	Skills 8	PLAN	Skills 7	Inclusion (EN 7)	Inclusion (Sci 6, Sci 7)	PLAN	Skills 6	ELO
TOSA	Bergmann	111									
Counselor	Irvine	202									ELO-Skills
Academic Dean	L.Limon	203									
	Russell	303									ELO Open Lab
ALP TOSA	Morris	306									
Total Sections Per Period: 6th Grade			**9**	**9**	**9**	**8**	**9**	**9**	**9**	**9**	
Total Sections Per Period: 7th Grade			**9**	**11**	**10**	**9**	**9**	**12**	**11**	**10**	
Total Sections Per Period: 8th Grade			**10**	**10**	**10**	**10**	**12**	**12**	**10**	**11**	
TOTAL CERTIFIED STAFFING											
Classified Staffing											
	TOTAL KINARD	45.45									

KEY: * = Room being used by another teacher

6th Grade Class	7th Grade Class	8th Grade Class	PLAN or mixed grade level class

DAILY SCHEDULE 2013-2014

Office Hours: 7:30 a.m. -3:30 p.m.

6th Grade Odd days = periods 1,3,5,7 Even days = periods 2,4,6,8	
Period 1 or 2	8:15-9:33
Period 3 or 4	9:38-11:00 (daily announcements)
Period 5 or 6	11:05-11:42
Lunch	11:42-12:17
Period 5 or 6	12:22-1:00
Period 7 or 8	1:05-2:25
ELO	2:30-3:10

7th Grade Odd days = periods 1,3,5,7 Even days = periods 2,4,6,8	
Period 1 or 2	8:15-9:33
Period 3 or 4	9:38-11:00 (daily announcements)
Lunch	11:00-11:35
Period 5 or 6	11:40-1:00
Period 7 or 8	1:05-2:25
ELO	2:30-3:10

8th Grade Odd days = periods 1,3,5,7 Even days = periods 2,4,6,8	
Period 1 or 2	8:15-9:33
Period 3 or 4	9:38-11:00 (daily announcements)
Period 5 or 6	11:05-12:25
Lunch	12:25 – 1:00
Period 7 or 8	1:05-2:25
ELO	2:30-3:10

Professional Meetings
For the 2013-2014 School Year

Teacher Work Day: 7:15 a.m. - 3:15 p.m.
All meetings are from 7:15 a.m. - 8:00 a.m.

	Monday	Tuesday	Wednesday	Thursday	Friday
1st Week	Ad Hoc Committees and IEP Reviews (as needed)	Grade Levels: 6,7,8	Professional Development and Operational	All Departments	Leadership Team
2nd Week	Ad Hoc Committees and IEP Reviews (as needed)	Grade Levels: 6,7,8	Professional Development and Operational	Departments (as needed)	Fitness Fun (as needed)
3rd Week	Ad Hoc Committees and IEP Reviews (as needed)	Grade Levels: 6,7,8	Professional Development and Operational	Departments (as needed)	Leadership Team
4th Week	Ad Hoc Committees and IEP Reviews (as needed)	Grade Levels: 6,7,8	Professional Development and Operational	Departments (as needed)	Fitness Fun (as needed)

Leadership Meeting Dates (tentative):

8/30, 9/13, 9/27, 10/11, 10/25, 11/8, 11/22, 12/13, 1/10, 1/24, 2/7, 2/21, 3/7, 3/28, 4/11, 4/25, 5/9, 5/23