

## Understanding the Role of Essential Standards

	Stage 1: Pre-Initiating	Stage 2: Initiating	Stage 3: Developing	Stage 4: Sustaining
<b>Identifying essential standards</b> (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.
<b>Getting clear on the standards: The unwrapping process</b> (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.
<b>Understanding the expectations for rigor</b> (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
<b>Identifying units of study</b> (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.
<b>Creating pacing guides</b> (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.
<b>Aligning instructional and assessment strategies</b> (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.
<b>Determining when to give common formative assessments</b> (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
<b>Creating an assessment plan</b> (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.
<b>Writing quality questions</b> (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.
<b>Developing the answer key or rubrics</b> (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
<b>Using the correct data for the purpose</b> (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.
<b>Using protocols for data discussions</b> (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.
<b>Developing an effective response</b> (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
<p><b>Moving from using grades to using feedback</b> (See chapter 7, page 93.)</p>	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.
<p><b>Building a learning partnership with students</b> (See chapter 7, page 93.)</p>	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.

## Unwrapping Template

Standard:

What will Students Do?	With What Knowledge or Concept?	In What Context?	DOK	Common Formative Assessment

Summative Assessment:

## Essential Standards Pacing Guide—ELA—First Grade

Essential Standards	Unit-1 Answering Questions	Unit-2 Retelling Fiction	Unit-3 Wondering Fiction and Non-Fiction
Reading Foundations	<ul style="list-style-type: none"> <li>•Recognize Features of a sentence—first word, capitalization, ending punctuation</li> <li>•short vowels</li> <li>•initial blends</li> <li>•diagrams: th, sh, -ng</li> </ul>	<ul style="list-style-type: none"> <li>•end blends</li> <li>•Digraphs ch, -tch, wh, ph,</li> <li>•long vowels a (a-e)</li> <li>Long I (i-e)</li> </ul>	<ul style="list-style-type: none"> <li>•long o, u, e (CVCe)</li> <li>Long e: e, ee, ea, ie</li> <li>Long i: i, y igh, ie</li> <li>Long e: y, ey</li> <li>r-controlled vowels</li> <li>r-controlled voews, er, ir, ur.</li> <li>Or</li> <li>diphthongs: ou, ow</li> </ul>
evidence of mastery	<p><b>CFA: Features of sentences</b> <b>CFA: Short vowel sounds</b></p>	<p><b>CFA: Digraphs</b> <b>CFA: Fluency sample</b></p>	<p><b>CFA: Long and short vowels</b> <b>CFA: Fluency sample</b></p>
Reading comprehension	<p>Ask and answer questions About key details in a text</p>	<ul style="list-style-type: none"> <li>•Retell stories including key details and demonstrate understanding of the central message or lesson</li> </ul>	<p>Know and use text features to locate key information in a text</p>
evidence of mastery	<p><b>CFA: Answering Questions</b></p>	<p><b>CFA-oral and retell</b></p>	
Writing	<p>Narrative writing—Recount two or more sequenced events, including some details</p>	<p>Narrative Writing—Use temporal words to show event order and provide some closure</p>	<p>Informational writing: name a topic, supply some facts</p>
evidence of mastery	<p><b>CFA: Initial story writing</b></p>	<p><b>CFA: Narrative piece</b></p>	<p><b>CFA: Initial Info Text</b></p>

## Math Pacing Guide – Grade 3

Unit	Exploring Equal Groups as a foundation for x and division 10 days	Developing Conceptual Understanding of Area 13 days	Developing Strategies for Addition and Subtraction 12 days
Standard / Learning Target	<ul style="list-style-type: none"> <li>interpret products of whole number, e.g. <math>5 \times 7</math> as the total number of objects in 5 groups of 7 objects each</li> <li>Interpret the whole-number quotients of whole numbers (e.g., <math>56 \div 8</math> as the number of objects in each share when 56 objects are partitioned equally into 8 shares.</li> <li>Use multiplication and division to solve word problems involving equal groups and arrays.</li> <li>Multiply and divide using strategies such as the relationship between <math>\times</math> and <math>\div</math> (e.g., knowing that <math>8 \times 5 = 40</math>, one knows <math>40 \div 5 = 8</math>).</li> </ul>	<ul style="list-style-type: none"> <li>Apply properties of operations as strategies to <math>\times</math> and <math>\div</math>. Examples if <math>6 \times 4 = 24</math> is known, then <math>4 \times 6 = 24</math> is also known (commutative property of multiplication)</li> <li>Recognize area as an attribute of plane figures and understand concepts of area measurement.</li> <li>A square with side length 1 unit, called "a unit square" is said to have "one square unit" of area and can be used to measure area.</li> <li>A plane figure which can be covered without gaps or overlaps by <math>n</math> unit squares is said to have an area of <math>n</math> units.</li> <li>Measure areas by counting unit squares.</li> <li>Relate areas to the operations of <math>\times</math> and <math>\div</math>.</li> <li>Find the area of a rectangle with whole number side lengths by filling it, and show the area is the same as would be found by multiplying the side lengths.</li> </ul>	<p>3.NBT: Use place value understanding and properties of operations to perform multi-digit arithmetic.</p> <ul style="list-style-type: none"> <li>Use place value understanding to round whole numbers to the nearest 10 or 100.</li> <li>Add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship <math>b/w +</math> and <math>-</math>.</li> <li>Geometric measurement—recognize perimeter as an attribute of plane figures and distinguish <math>b/w</math> linear and area measures.</li> <li>Solve real world and mathematical problems involving perimeter of polygons including finding the perimeter given the side lengths and finding an unknown side length.</li> </ul>
evidence of mastery	Multiplication and Division end of unit 1,2, 3	CFA: Fraction and Fraction Models	CFA: place value CFA:perimeter
Connected Math Practice	2. 6. 7		6,8

### A Unit Plan Includes:

- The title of the unit
- The essential and supporting standards
- A description of the summative (end of unit) assessment
- The learning targets identified after unwrapping, and the DOK levels of each
- The learning targets to be assessed in a common formative assessment
- A sequential plan for instruction

### Five Step Unit Plan Protocol

<b>Step 1</b>	Determine the name of the unit and list the essential and supporting standards that will be taught in that unit. Determine the DOK levels of the standards.
<b>Step 2</b>	Discuss the summative assessment.
<b>Step 3</b>	Unwrap the standard(s) into learning targets to identify which will be taught in this unit. Agree on the DOK level of the targets.
<b>Step 4</b>	Examine the learning targets to be taught. Discuss which ones should be assessed. Consider: targets that often lead to misconceptions, targets that are prerequisite to future learning, and those that are absolutely necessary for students to know.
<b>Step 5</b>	Plan the sequence of instruction and the timing for common formative assessments

## Unit Planning For ELA

<b>Unit Name:</b>	
<b>Total Days to Teach:</b>	
Essential Standards	Supporting Standards
Reading Foundations:	
Reading Lit and Info Text:	
Writing:	
S/L and Language:	
Description of Summative Assessment	





## Unit Planning for Math

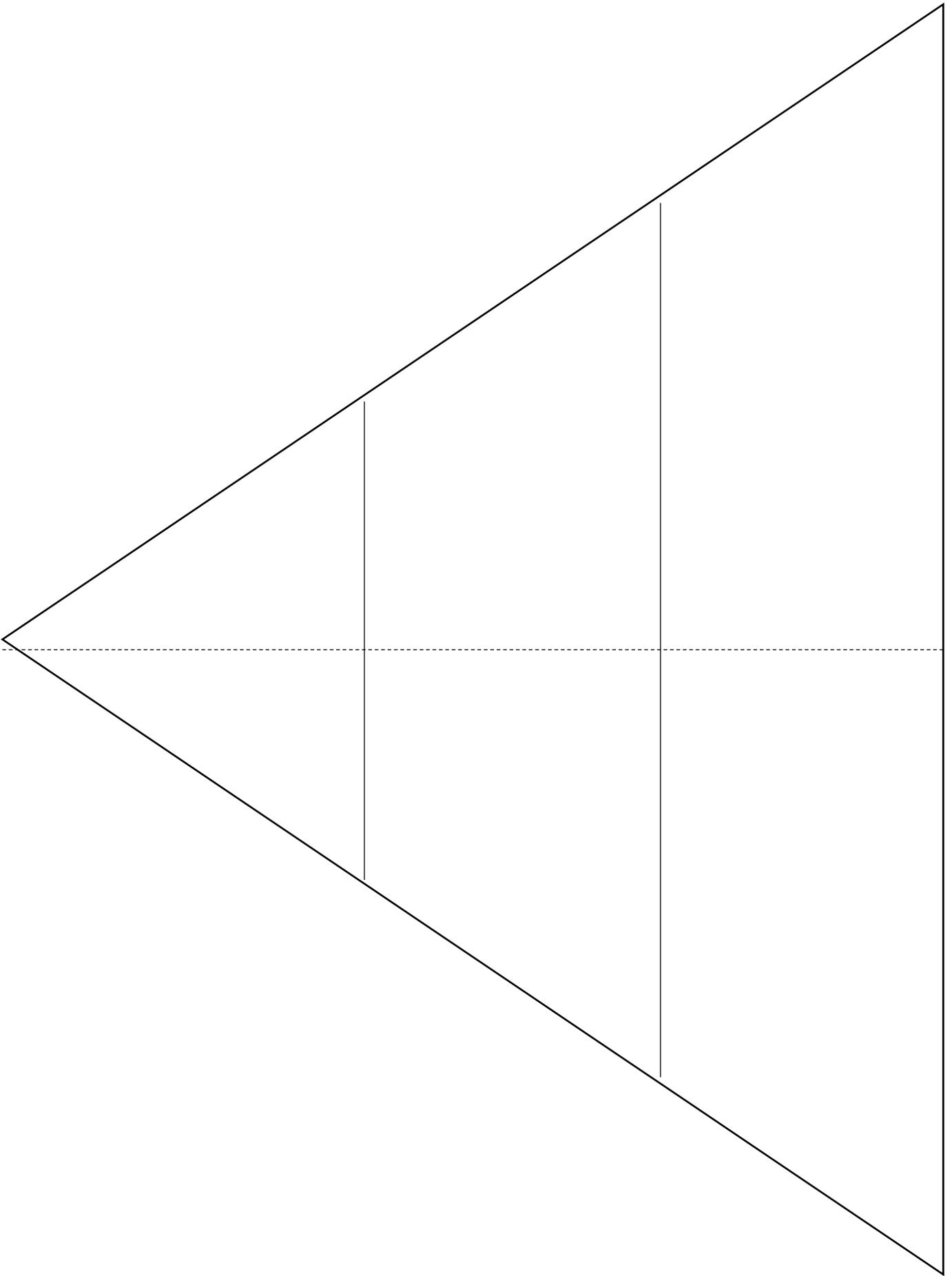
<b>Unit Name:</b> <b>Total Days to Teach:</b>
<b>Essential Standards:</b>
<b>Supporting Standards:</b>
<b>Description of the Summative Assessment (End-of-Unit)</b>





## Assessment Planning Chart

Content/ Targets	Level of Cognitive Demand				What will proficiency look like?
	Knowledge Retrieval DOK 1	Comprehension Application DOK 2	Analysis DOK 3	Synthesis Evaluation DOK 4	



## Figure 2.4: Examples of Lower- and Higher-Level-Cognitive-Demand Tasks

**Directions:** Choose the most appropriate grade level that follows and discuss why each of the questions meets the cognitive-demand levels to which it's assigned using the descriptions for lower- and higher-level-cognitive-demand tasks in the appendix (page 111).

**Grade 1:** I can compare two numbers and write my answer using  $<$ ,  $=$ , or  $>$ .

**Lower-level-cognitive-demand task:**

Write  $<$ ,  $=$ , or  $>$  in the circle to compare the numbers.

$$23 \quad \bigcirc \quad 51$$

**Higher-level-cognitive-demand task:**

Explain why  $45 < 62$ . Use numbers, pictures, or words.

**Grade 4:** I can add and subtract fractions and show my thinking.

**Lower-level-cognitive-demand task:**

Add and show how you know your answer is correct.

$$\frac{5}{6} + 2\frac{3}{6} = \square$$

**Higher-level-cognitive-demand task:**

Martin runs  $\frac{5}{6}$  of a mile and then walks  $2\frac{2}{6}$  mile. How much farther does he walk than run? Show how you know your answer is correct.

**Grade 7:** I can solve multistep ratio and percent problems.

**Lower-level-cognitive-demand task:**

What is a \$40 shirt worth if it is on sale for 20% off the original price?

**Higher-level-cognitive-demand task:**

Carla wants to buy tennis shoes that have a price tag of \$75. They are on sale for 20% off the original price, and she has a coupon to use that reduces the price an additional 10% off the sale price. Will Carla buy the shoes for 30% off the original price? Explain why or why not.

Design	yes	no
The targets come from identified power or essential standards.		
The assessment is written around learning targets not standards.		
The assessment is written around a small number of learning targets.		
The purpose is to provide time and support rather than a grade.		
The type of assessment item the team uses matches the learning target's level of thinking.		
The team writes the selected-response items to find out what students know, not to trick them.		
Constructed response items provide context and specific directions to make expectations clear to students.		
The team agrees on what proficiency will look like for each target		
The team creates an answer guide for its assessment.		
Use		
The team collaboratively writes and administers the assessment in a common way.		
The team collaboratively scores items using a common rubric.		
The data meeting happens as quickly as possible after the assessment.		
All teachers bring their data, including student work, to the data meeting for discussion.		
The teachers use data for planning what to do next not to judge their effectiveness.		
Students are involved: they know the learning targets and are given feedback on their work.		
Students are given more time and support based on the results.		
Teachers re-assess students after corrective instruction.		
Students who have mastered learning targets receive more challenging work after teachers analyze the data.		