Team Time #1

As you consider the current reality for your team, choose one or more of the following tasks to complete during the first team time.

Team Tasks For Collaborative Time	Resources Available
A. Review your essential standards and how they are impacting the work of your team.	•Checklist and Next Steps, page 2.
B. Unwrapping Essential Standards Have you unwrapped all of your essential standards so that you can write common formative assessment around learning targets rather than standards? If not, choose one that you haven't unwrapped yet and unwrap it. Identify the learning targets and the DOK levels for those targets.	•Protocol for Unwrapping Standards, page 3. •Unwrapping Template (large sheets available), page 4. •Sample unwrapped standard, page 5.
C. Mapping a Summative Assessment Choose one of your summative assessments that you would like to develop a reassessment plan around. Determine what learning targets/standards are being assessed and which items match each of the targets. Using the DOK levels by content area, identify the DOK levels being assessed.	•Protocol for Mapping/Planning a Summative Assessment, page 6. •Assessment map, page 7.
D. Pacing Guides Once teams have chosen their essential standards they need to consider how to make sure they have time to teach and assess the essential learning targets. Using your current reality for pacing, identify when the essential targets are being assessed and evaluate whether you have enough time to respond to an assessment. If not identify the time you need to add. If you add time, make sure that you eliminate something that isn't essential to make room.	•Protocol for Developing/Revising Pacing Guide, page 8. •Templates for ELA and Math (large sheets available) pages 9 and 11. •Sample ELA Pacing Guide, page 10.

A. Checklist for Using Essential Standards

Consider the following checklist about the effective use of essential standards. What is your team's current reality? What are your "next steps" related to essential standards?

Current Reality for Our Essential Standards	Not Yet	Partially Completed	Completed
We focus on our essential standards in our common formative assessments, corrective instruction and interventions.			
We are familiar with the essential standards for the grade level before and after ours.			
Our pacing guide provides extra time to assess and respond for each our essential standards/learning targets.			
We have identified content in our curriculum that can be eliminated to make time for assuring mastery of our essential standards.			
We are familiar with which of our essential standards are taught/used all year long.			
Our summative assessments allow us to make sure students have mastered the essential standards.			

Next Steps for Essential Standards
1.
2.
3.
4.
5.

B. Unwrapping the Essential Standards
When a team works together to unwrap their essential standards, they are discussing what it will look like when students are proficient on those standards.

Protocol for Unwrapping Standards
Finding the learning targets to teach and assess

1. Circle the verbs (skills)

2. Underline the nouns (concepts) to be taught

3. Double underline any prepositional phrase (context)

4. Write separately each verb (skills) and noun (concept) combination as a separate learning target.

5. If a prepositional phrase (the context) is included at the beginning or the end of the standard, include it in the target.

6. EXAMINE each learning target asking the following questions:

   a. What are the instructional and assessment implications of this target?

   -What would it look line to teach this target in the classroom (setting, materials strategies)

   -Is the skill measurable? What would the assessment look like? Do we need to change the verb to make it more measurable

7. After examining the instructional and assessment implications, are there any targets that are IMPLICIT or not directly stated in the standard that should be included?

8. Discuss what the summative assessment will look like at the end of the unit. Will it be paper/pencil, project, oral presentation?

9. Consider which learning targets should be assessed formatively during the unit. Even if the standard is essential, not every target needs to be assessed.

Unwrapping Template				
Standard:				
What will Students Do?	With What Knowledge or Concept?	In What Context?	DOK	Common Formative Assessment
Summative Assessment:				

Unwrapping Template				
Standard: Compare two three-digit numbers based on the meanings of hundreds, tens, and ones digits, using >, =, < symbols to record the results of comparisons.				
What will Students Do?	With What Knowledge or Concept?	In What Context?	DOK	Common Formative Assessment
Compare	Two 3-digit numbers	Based on the meaning of hundreds, tens, and ones	2	
Use	Base 10 blocks to represent a 3-digit number		2	Observation in small group
Use	>, =, > symbols	To record the results of comparisons	2	.
Know	Symbols >, =, and <		1	Short quick check on understanding
Know	Meaning of hundreds, tens and ones	In a 3-digit number	1	This was checked on previous standard
Summative Assessment: Students will be given a variety of 3-digit numbers and asked to compare them and use the correct symbol.				

C. Mapping/Planning a Summative Assessment

Protocol for Creating an Assessment Plan

1. First choose the learning targets or standards that will be included on the assessment. Formative assessments should have no more than 3 learning targets.
2. List the targets to be assessed in the first column of the template.
3. Identify the DOK level the target represents. Highlight that box on the template.
4. Determine what type of item will be used to assess the target or standard and how many items will be used. Make sure that the item type used is appropriate to the rigor of the target or standard.
5. Complete the column "What will proficiency look like?" by agreeing on how many items must be correct or what the rubric will look like for proficiency.

Protocol for Mapping an Already Created Assessment

1. List the learning targets/standards that are being assessed on the assessment. If the learning targets are not identified on the assessment, agree as a team what each item is assessing.
2. Identify the DOK level the target or standard represents. Highlight the box on the template.
3. In that box list the item numbers from the assessment that are aligned to that target or standard.
4. Complete the column "What will proficiency look like?" by agreeing on how many items must be correct or what the rubric will look like for proficiency.

Assessment Map

Content, Targets	Level of Cognitive Demand				Expectations for Proficiency
	DOK 1	DOK 2	DOK 3	DOK 4	

D. Pacing Guides Templates for Essential Standards

Choose either the Pacing Guide template for ELA and Math. Identify when you are teaching each standard/learning target. If you have a common formative assessment developed include that information. Prioritize what common formative assessments are important to write next.

Step 1	List the names of the units being taught at the top of the template where it says Unit 1, 2 etc. (, e.g., main idea and detail, place value)
Step 2	Under the name of the unit list the anticipated number of days you think the unit will need for teaching, assessing and responding.
Step 3	For ELA, you will be able to list learning targets taught in that unit in categories: reading foundations, reading comprehension, writing and language. For math, you will list all of the learning targets taught in that unit.
Step 4	In the row "evidence of mastery" list any common formative assessments or unit tests that are in place.
Step 5	Consider the following questions: 1. Are there learning targets that are taught multiple times? When is the appropriate time to assess? 2. Are there learning targets that are used after they are mastered? (e.g., refer explicitly to the text to support answers).
Step 5	Are there units that need additional common formative assessments written? What are our team's priorities for this?

Essential Standards Pacing Guide—ELA

Essential Standards	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Reading Foundations						
evidence of mastery						
Reading comprehension						
evidence of mastery						
Writing						
evidence of mastery						
Language						
evidence of mastery						

(c) Jakicic, 2019

Sample ELA Pacing Guide

Essential Standards	Making Inferences and Reading for Details	Point of View	Text Structure Info Text
Reading Foundations	•Read with specific accuracy and fluency to support comprehension •Decode multisyllable words.	•Read with specific accuracy and fluency to support comprehension	•Read with specific accuracy and fluency to support comprehension
evidence of mastery	CFA-multi-syllable words		Fluency sample
Reading comprehension	Answer questions to demonstrate understanding of a literary text, referring explicitly to the text as the basis for the answers.	Distinguish their own point of view from that of the narrators or characters	Describe the relationship between a series of historical events using language that relates to time, sequence and cause/effect.
evidence of mastery		CFA-citing text evidence	
Writing	Narrative writing-- Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally	Narrative Writing—•Establish a situation and introduce a narrator and/or characters; •Organize an event sequence	Use temporal words and phrases to signal event order
evidence of mastery		Write an introductory paragraph	
Language	Determine the meaning of academic terms		
evidence of mastery			

Math Standards Pacing Guide

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Essential Standards						
evidence of mastery						

Team Time #2

Team Tasks For Collaborative Time	Resources Available
A. Develop a reassessment for a summative assessment. Using one of your team's unit tests, create a reassessment that can be used for students who aren't proficient during the initial assessment.	•Protocol for creating a reassessment, page 13. •Assessment map, page 14.
B. Choose a learning target that will be assessed by your team. Develop a rubric that will help the student see what the expectations are for them to be proficient on that target.	•Blank Rubric, p. 15. •Language for Proficiency Scale Descriptors, p.15
C. Read and discuss the City Center Policy. It's important to note that this is not a policy from one school but is based on the ideas from several different schools. Consider which of these ideas best fits with your team's expectations and how you might want to revise them.	•Sample City Center Policy, page 16. •Discussion Questions, p.17
D. Discuss and build consensus about how your team will start using reassessment. Using the steps suggested in the "Getting Started" document, create a plan for your team's next steps in the process.	•Getting Started with reassessment, page 18.

A. Creating a Reassessment

1	Identify which learning targets should be reassessed. Targets that will be taught and assessed all year don't necessarily need a reassessment.
2	For each target, discuss what is the most effective and efficient way to reassess.
3	Choose new stimulus if needed.
4	Write questions (items).
5	Develop and answer guide listing correct answers as well as possible incorrect answers.

Assessment Map

Content, Targets	Level of Cognitive Demand				
	DOK 1	DOK 2	DOK 3	DOK 4	Expectations for Proficiency

B. Rubric Development

Target	Advanced	Proficient	Developing	Novice

Language for proficiency scale descriptors

4	3	2	1
Distinguished	Proficient	Basic	Below Basic
Excels	Meets Standard	Working Toward Standard	Emergent
Extending	Meeting Expectations	Progressing	Not meeting Standards
Deep Understanding and application	Satisfactory	Intermediate	Beginning
I could explain it to others	I get it	I need some help	I do not understand
Advanced	Proficient	Developing	Novice

From: Standards-Based Learning In Action. Schimmer, T., Hillman, G., Stalets, M.

C. Reassessment Policy

City Center School
Reassessment Policy

At City Center School, the practice and policy of reassessment to provide students with additional opportunities to demonstrate proficiency or mastery over standards and subject-specific content. Policy specifics are:

Reassessment Policy Specifics

1. All students will be given the opportunity to reassess on summative assessments.

2. All reassessments will cover the same material as the original; however, in most cases, the questions are different. It is also possible for the format to change. The focus is on the demonstration of learning, not necessarily the replication of assessment events.

3. Students must apply for a reassessment in writing within two weeks of the teacher notifying them of a failing grade. The entry of the failing score into the online gradebook is considered sufficient notification.

4. Before reassessing, students may be required to attend a tutorial and are expected to complete corrections on the original assessment. They must complete any other task as directed by the teacher.

5. Students who are caught cheating will receive a zero and are ineligible for a reassessment. Cheating on a reassessment will also result in a zero and the assignment is considered dead.

6. If a student scores lower on the reassessment, the original assessment score will stand.

7. If a student scores higher on the reassessment, the maximum score awarded will be 70. For example, if the student scores 85 percent on the reassessment, the final grade will be 70 percent on that assignment or standards. This policy is for all content areas and all classes.

8. Students will not be permitted a reassessment on final exams or culminating year-end projects.

From: Schimmer, T., Hillman, G., & Stalets, M. (2018). Standards-based learning in action: Moving from theory to practice. Bloomington, IN: Solution-Tree Press. Used with permission.

Discussion Questions

1. Which aspects of City Center's policy are favorable?

   _____

   _____

   _____

   _____

2. Which aspects of City Center's policy are misguided?

   _____

   _____

   _____

   _____

3. Which aspects of City Center's policy stand in direct conflict with one another?

   _____

   _____

   _____

   _____

4. If this were the reassessment policy in your school, how would you handle the tension between what you believe to be in the best interest of students and those elements of the reassessment policy that you disagree with?

   _____

   _____

   _____

   _____

D. Getting Started with Redos, Retakes, and Reassessment

Reassessment can be difficult to implement. The following steps will help your team maintain the correct purpose.

- Identify current redos, retakes, and reassessment practices in your classroom. What are the strengths? Are there areas for growth?

- Devise a plan for reassessment that is manageable and that students can lead.

- Identify standards that spiral in your curriculum and determine how you could reassess those standards when they return.

- Determine whether a new assessment is necessary or if you will re-administer the same assessment.

- Decide how you will record the scores and data from reassessment.

From: Schimmer, T., Hillman, G., & Stalets, M. (2018). Standards-based learning in action: Moving from theory to practice. Bloomington, IN: Solution-Tree Press. Used with permission.