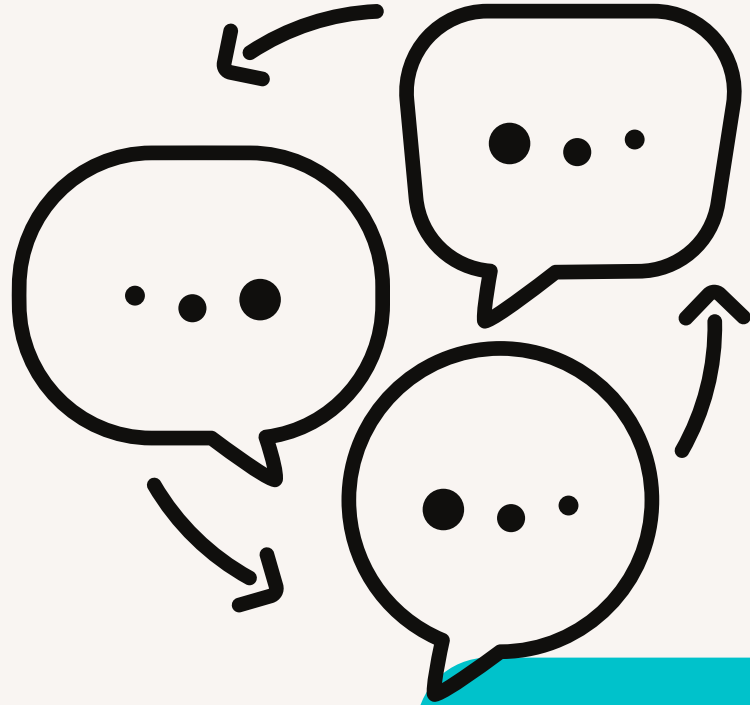


ASSESSING & INTERVENING ON THE ESSENTIALS

LEARNING OUTCOMES:

- **UNDERSTAND THE PURPOSE OF IDENTIFYING ESSENTIAL STANDARDS**
- **LEARN WHERE TO BEGIN CREATING YEARLONG AND UNIT SPECIFIC ESSENTIAL STANDARDS**



Is your current intervention/ extension system working for ALL students and can you guarantee they are getting what they need?

Does your current intervention/ extension system support what your team has deemed as essential?

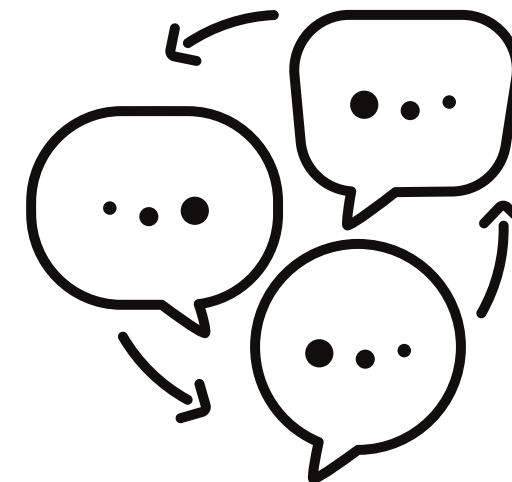


“Ability grouping, or tracking, has minimal effects on student learning, producing just a 0.12 standard deviation.

At the same time, this can have profoundly negative effect on equity, as students perceived to have the lowest ability are most often minorities, English learners, and students from poverty.”

John Hattie

Visible Learning: A synthesis of over 800 meta-analyses related to achievement. (2009).

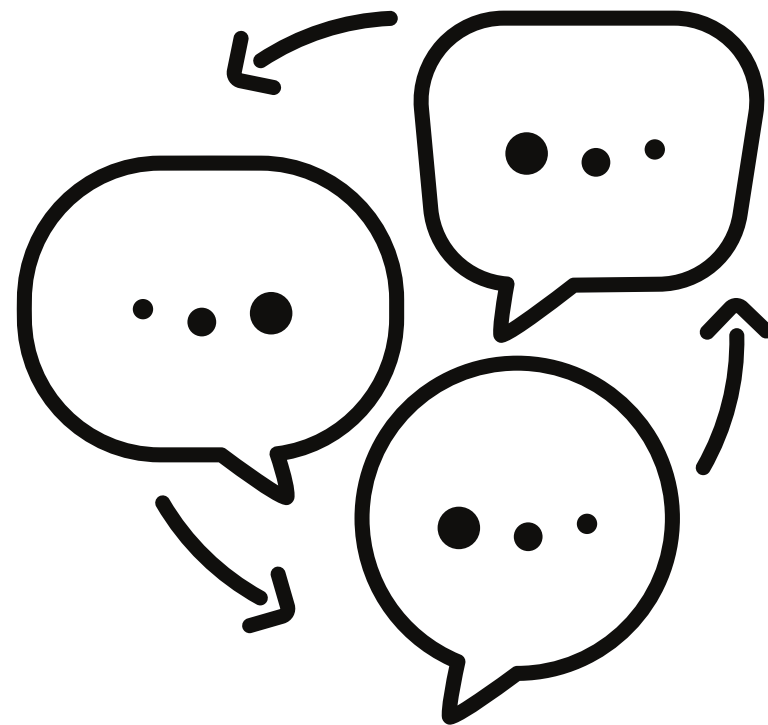


SKILL BASED GROUPING
VS.
ABILITY GROUPING

MANTRA IN SINGAPORE:

MANTRA IN SINGAPORE:

TEACH LESS, LEARN MORE





Nice to Know Standards

Need to Know Standards

Grade Level Essential Standard:

Grade:	Subject:	Team Members:		
<i>When Taught?</i>	<i>Standard Description</i>	<i>Example Rigor</i>	<i>Prerequisite Skills (learning Target)</i>	<i>Common Assessment</i>
When will this standard be taught?	What is the essential standard to be learned? Describe in student friendly vocabulary.	What does proficient student work look like? Provide an example and/or description.	What prior knowledge skills, and/or vocabulary is/are needed for a student to master the standard?	What assessment(s) will be used to measure student mastery?
Year Long				

Instructions for the four-step Plan

1	Identify the overall nature of each standard -- what it expects of students: mastering knowledge, applying knowledge, performing a task, or creating a product
2	Unwrapping the standard into learning targets and determining the more discrete building blocks that establish a foundation for successful mastery of the standard
3	Converting learning targets into student-friendly language
4	Creating or selecting assessments to use throughout the unit of study, both formative and summative, and agreeing on when to administer each assessment
Definitions of specific learning targets - to identify the type of learning defined in and essential standard, first look at the verb or verbs	
	Knowledge: Factual information, procedural knowledge, and conceptual understandings that provide the foundational content for all subjects
	Reasoning: Thought processes students utilize to solve problems and apply knowledge to new situations; thinking skills, such as inference, analysis, comparison, classification, evaluation, and synthesis
	Performance skills: Physical processes students must demonstrate in order for teachers to determine mastery; doing skills such as playing an instrument, kicking a ball, reading orally, speaking a language fluently, or using a ruler
	Product: Creation of a product, as stated in the standard, is the focus of the learning, such as works of art, written compositions, maps, and graphs

Essential Standards Unit Plan

Essential Standard: (Highlight Verbs)				What is the ultimate goal of the standard? (Choose one)			
				<input type="checkbox"/> Knowledge		<input type="checkbox"/> Performance Skill	
				<input type="checkbox"/> Reasoning		<input type="checkbox"/> Product	
End of Unit Assessment:				When Taught:		Instructional days needed:	
Knowledge Targets * Ex: define, identify, describe, know, tell, recall, explain		Reasoning Targets *Ex: solve, apply, use, explain, interpret, infer, compare, classify, distinguish		Performance Skill Targets *Ex: demonstrate, evaluate, discuss, experiment, measure		Product Targets *Ex: design, compose, develop, produce, re-write, generalize	
Student Friendly Learning Targets: (Include verbs from above) (I can statements)							
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							
2							
3							
4							

Essential Standard: (Highlight Verbs)		What is the ultimate goal of the standard? (Choose one)	
R.F. 1.3 b Decode and write regularly spelled one-syllable vowel-team words.		<input type="checkbox"/> Knowledge	<input checked="" type="checkbox"/> Performance Skill
		<input type="checkbox"/> Reasoning	<input type="checkbox"/> Product
End of Unit Assessment:		When Taught:	Instructional days needed:
Pre: Decode Word List Compilation of 1.3, 6.4, and 11.3 (the first three spelling lists) Post: Decode Word List Compilation of 1.3, 6.4, and 11.3 (the first three spelling lists)		November/December	19
Knowledge Targets * Ex: define, identify, describe, know, tell, recall, explain	Reasoning Targets *Ex: solve, apply, use, explain, interpret, infer, compare, classify, distinguish	Performance Skill Targets *Ex: demonstrate, evaluate, discuss, experiment, measure	Product Targets *Ex: design, compose, develop, produce, re-write, generalize
Identify the correct word for the given picture. Identify vowel.	Apply knowledge of phonics to identify the sounds in a given word Distinguish between learned vowel patterns in different words	Write words down as teacher dictates. Use and write accurate spellings for vowel team patterns orated by the teacher.	
Student Friendly Learning Targets: (Include verbs from above) (I can statements)			
I can read a word with a vowel team. I can write a word with a vowel team. I can match a vowel team word with a picture.			
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. Decode Word List Compilation of 1.3, 6.4, and 11.3 (the first three spelling lists)	Read and decode one-syllable and vowel team words.	Students will read and write words.	Day 1
2. PP.10 Picture/Word Identification and writing (formative)	Identifying and writing words with vowel teams.	Students will identify and write the word that correctly matches the picture.	Day 9
3. Decode Word List Compilation of 1.3, 6.4, and 11.3 (the first three spelling lists)	Read and decode one-syllable and vowel team words.	Students will read and write words.	Day 19
4			

Essential Standards Unit Plan

Essential Standard: (Highlight Verbs)		What is the ultimate goal of the standard? (Choose one)	
Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.		<input type="checkbox"/> Knowledge	<input type="checkbox"/> Performance Skill
		<input checked="" type="checkbox"/> Reasoning	<input type="checkbox"/> Product
End of Unit Assessment:		When Taught:	Instructional days needed:
Activity 15.2		Sept-Oct.	17 days
Knowledge Targets * Ex: define, identify, describe, know, tell, recall, explain	Reasoning Targets *Ex: solve, apply, use, explain, interpret, infer, compare, classify, distinguish	Performance Skill Targets *Ex: demonstrate, evaluate, discuss, experiment, measure	Product Targets *Ex: design, compose, develop, produce, re-write, generalize
Define text features	Explain what added information is gained from the text features.	Demonstrate understanding of information different text features provide.	
Student Friendly Learning Targets: (Include verbs from above) (I can statements)			
<p>I can define text features. I can identify different text features to help me understand a given text. I can explain what a text feature tells me about the text.</p>			
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
Target: (Students are being assessed on knowledge prior to instruction)	Teacher will give pre-test to determine what students have already mastered standard. Formative Assessment	Students will receive feedback from the teacher on their performance.	Prior to Lesson 1
Target: I can define text features. The assessment will be used to guide further instruction. This will be a common assessment.	Students will identify text features from the chapter, and provide their reasoning for having made their choice.	Students will receive peer feedback.	Lesson 4
Target: I can define text features. The assessment will be used to guide further instruction. This will be a common assessment.	Students will identify text features from the chapter, and provide their reasoning for having made their choice.	Students will receive peer feedback	Lesson 7
Target: I can define text features. The assessment will be used to guide further instruction. This will be a common assessment.	Students will identify text features from the chapter, and provide their reasoning for having made their choice.	Students will receive peer feedback	Lesson 12
Target: I can define text features. The assessment will be used to determine student mastery. This will be an individual assessment.	Students will identify text features from the chapter, and provide their reasoning for having made their choice.	Students will receive individual feedback.	Lesson 15

LEARNING OUTCOMES:

- **UNDERSTAND THE PURPOSE OF IDENTIFYING ESSENTIAL STANDARDS**
- **LEARN WHERE TO BEGIN CREATING YEARLONG AND UNIT SPECIFIC ESSENTIAL STANDARDS**



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