

How will we share Learning Targets with students:

Prior skills or knowledge required (Give the SUMMATIVE assessment as a PRETEST for a picture of where students are. This will also help with “Backward Design” to map out learning targets.):

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Helpful Resources:

GA DOE website for Vocab, Questions, exemplars <https://www.georgiastandards.org/Georgia-Standards/Pages/Math-K-5.aspx>

GA DOE Mathematical Practice Standards (K-5)

https://www.georgiastandards.org/Georgia-Standards/Documents/CCSS_Standards_Math_Practice.pdf

GA DOE website for MS Achievement Descriptors (grades 3-5)

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Georgia-Milestones-ALD.aspx>

Webb's Depth of Knowledge (DOK)

<http://www.niesc.k12.in.us/index.cfm/staff-development/public-consulting-group-co-teaching-session/depthofknowledgechart-pdf/>

Essential Vocabulary:

Targeted Questions:

PLC Question #2: How will students & teachers know if they have learned it?

What experts say about Common Assessments:

- Summative Assessment should be team-created or agreed upon PRIOR to creating CFA's.
- Common Assessments focus on student learning & teacher effectiveness.
- Establish a common standard of proficiency.
- Results are collaboratively analyzed and action (intervention/extension) is taken.
- Reassess at the end of re-engagement time.
- Immediate feedback for students and teachers is provided.
- Students have multiple opportunities for success.
- Provide HOPE for our students.
- Formative can be scored, but should not be "graded".
- Summative can be graded, but have conversations and come to consensus about how to grade reassessment.
- Celebrate the learning that has taken place.

Examples of QUICK, Common FORMATIVE Assessments

- Exit ticket
- My Favorite No
- Padlet
- Google Form
- Fist to Five
- White boards
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Agree what the CFA “physical evidence” will be.

	Physical Evidence to bring back to team (What will the team LOOK at?):	Define mastery / communicate success criteria (to BOTH students & teachers). What is proficient? Is there a rubric?
CFA 1		
CFA 2		

SCORE as a team to ensure inter-rater reliability. (*Try “standing talk”)

How will your team TRACK MASTERY? The purpose is to organize the data in a meaningful way so that conclusions can be drawn about which students did/did not learn the essential standard and which teaching practices are most effective.

TEACHER Reflection:

(does not have to be entered here, but each member of the team needs to reflect. Discuss glows and grows.)

**PLC Question #3:
What will we do if students do not learn the Essential Standard?**

Re-engagement Plan:

What is the plan for those who have not demonstrated proficiency on the common assessments?

Who is responsible for which (groups of) students? *Utilize all available staff. Consider regrouping across the grade level.

Plan:

**PLC Question #4:
What will we do when students have mastered the Essential Standard?**

Extension Plan:

What is the plan for those who have demonstrated proficiency on the common assessments?

Who is responsible for this group of students? *Utilize all available staff. Consider regrouping across the grade level.

Plan: