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| Prioritized Standard:  **Standards Mastery Framework creates a guaranteed and viable curriculum that is consistent and personalized for each student. Students will demonstrate mastery as they move from course to course and illustrate confidence and empowerment about their learning. Teachers will collaborate with their Professional Learning Community to leverage Content Learning Maps (prioritized standards, proficiency scales, and evidence blueprints) to ensure all students learn and grow in each course and grade level.** | | | |
|  | Proficiency Scale | DOK | Evidence |
| 4.0 | **The teacher will:**  **Provide students with opportunities to self-reflect on their proficiency and learning progression for each standard**  -Teachers are empowering students to assess their learning on the proficiency scale throughout the unit and utilizing the proficiency scales for personalized goal setting  **Use the evidence blueprints and items from Illuminate to develop assessments for the learning targets at each level of the proficiency scale**  -Vary the types of responses (constructed, extended, selected, performance, etc.) to create leveled assessments based on student readiness  **Use data on student proficiency levels to provide instruction to the appropriate DOK level based on student proficiency** | DOK 3 | **Learning Target 1:**   * Students track their proficiency of mastery on prioritized standards * Students create goals and track their progress towards those goals   **Learning Target 2:**   * Create assessments in Illuminate and use the data to drive instruction * Using the blueprints to create an assessment in Illuminate   **Learning Target 3:**   * Student voice is used to create personalized instruction |
| 3.5 | In addition to score 3.0 performance, partial success at 4.0 score content. |  |  |
| 3.0 | **The teacher will:**  **Use the Prioritized Standards and Proficiency Scales on the Learning Maps to guide instructional practices**  -accurately describe the learning targets at each level of student proficiency  -align PLC expectations of standards mastery on assessments *(e.g. "How are you grading?" "Should we scale point value?" "Does this column on the rubric match the Learning Target or is it fluff?")*  **Use data on student proficiency levels**  -discuss data from assessments on student proficiency level  -adjust pace of instruction based on student proficiency *(e.g. move students on when they demonstrate proficiency* ***and*** *re-teach content when they haven’t)*  *-*create FLEX days for remediation and extension within BAP | DOK2 | **Learning Target 1:**   * Use assessment items, scoring guides, and student exemplars to assign consistent and equitable grades to all students * Discussion of PLC Question 1 (*What do we want students to learn?)* * Common assessments (formative and summative) * Standards-Based Rubrics   **Learning Target 2:**   * PLC Agenda Notes * Discussion of PLC Question 2 (*How will we know if they have learned?)* * Discussions about how assignments will be graded   **Learning Target 3:**   * Discussion of PLC Question 2 (*How will we know if they have learned?)* * PLC members bring student work samples and discuss * Use a data protocol   **Learning Target 4:**   * Discussion of PLC Questions 3-4 (*What will we do if they don't learn? What will we do if they already know it?)*   **Learning Target 5:**   * Balanced Assessment Plan (using Backwards Designs, that include FLEX days for remediation/enrichment/extension) * Lesson plans illustrating data driven instruction |
| 2.5 | No major errors or omission regarding score 2.0 content and partial success at score 3.0 |  |  |
| 2.0 | **The teacher will:**  **Emphasize the teaching, learning, and assessment of prioritized standards to develop BAP**  -create common informal and formal formatives *(e.g. checkpoints once a week)*  -create common summative assessments  -identify/label prioritized standards on assessments  -collect data on student performance  **Know purpose of Learning Maps and Proficiency Scales** | DOK 1 | **Learning Target 1**:   * checkpoints as informal formatives * unit plans emphasizing prioritized standards   **Learning Target 2:**   * common assessments that include prioritized standards   **Learning Target 3:**   * BAP that emphasizes the prioritized standards and includes the supporting standards   **Learning Target 4:**   * Forms, Excel, data binder, clipboard data, anecdotal data, TOTD, 3-2-1, etc. |
| 1.0 | With help, partial success at Score 2.0 or Score 3.0  -know where to find prioritized standards  -know where to find proficiency scales  -know vocab: Learning Map, Proficiency Scales, Blue Prints, Prioritized Standards Chart  -know how to access Illuminate  -understand the “Why” for SMF | DOK 1 |  |
| 0.0 | Even with help no success |  |  |
|  | Teacher resources: bit.ly/smfwbms |  | Supporting Vocabulary: *Illuminate*, guaranteed and viable curriculum, Learning Architects, supporting standards, Learning Progression, Evidence Blueprint |