

Align Key: *Where am I going?*

	Level 1	Instruction is planned thinking about the activities and resources needed for the lesson.
	Level 2	Instruction is planned thinking about the standard(s), activities and resources needed for the lesson.
	Level 3	Instruction is planned by unpacking standards into learning targets but the activities and resources used are not always clearly aligned.
	Level 4	Instruction is planned unpacking standards into learning targets, providing students with strong and weak work samples, and rubrics. All activities and resources used are clearly aligned.
	Level 5	Instruction is planned identifying enduring understandings, and essential questions. Standards are unpacked into learning targets to scaffold students towards the ultimate goal. Students are provided with strong and weak work samples, and rubrics. All activities and resources used are clearly aligned.

Reflection

Your current level	Your building or districts current level	Where do you want your district or building to be in a year?

Assess Key: *Where am I now?*

	Level 1	Assessment is always summative and occurs after learning. No analysis of data occurs.
	Level 2	Assessment is always summative and occurs after learning. Some data analysis occurs, but is not always planned. If a misunderstanding is found it is addressed, but not in a systematic way.
	Level 3	Assessment is always summative and occurs after learning. Data analysis is planned. When misunderstandings are found enrichment/remediation occurs.
	Level 4	Assessment is both formative and summative. Formative assessment occurs about once a week. Data analysis is planned. When misunderstandings are found enrichment/remediation occurs.
	Level 5	Assessment is both formative and summative. Formative assessment occurs multiple times a week. Data analysis is planned and the results are used to inform instruction. When misunderstandings are found enrichment/remediation occurs.

Reflection

Your current level	Your building or districts current level	Where do you want your district or building to be in a year?

Achieve Key: *How can I close the gap?*

	Level 1	Students are not part of the instructional process. The learning expectations are not clear to the students. The feedback is evaluative and all grades are recorded for points as instruction moves forward.
	Level 2	Students are a small part of the instructional process. The learning expectations are clear and shared with the students. The feedback is evaluative and all grades are recorded for points as instruction moves forward.
	Level 3	Students are part of the instructional process. The learning expectations are clear and shared with the students. The feedback is descriptive and identifies student strengths and weaknesses. Students are allowed to make corrections to formative work before grades are recorded.
	Level 4	Students are part of the instructional process. The learning expectations are clear and shared with the students. Students engage in meaningful reflection, self-assessment, peer-assessment and discussion around the targets and essential questions. Feedback is descriptive and students are allowed to make corrections to work before grades are recorded.
	Level 5	Students and teachers are equal partners in the instructional process. The information gathered from assessments are used to guide instruction. Students engage in meaningful reflection, self-assessment, peer-assessment and discussion around the targets and essential questions. Feedback is descriptive and students are allowed to make corrections to work before grades are recorded. Grades represent mastery of learning and not completion of tasks. Responsibilities (or characteristics of successful learners) are reported separately.

Reflection

Your current level	Your building or districts current level	Where do you want your district or building to be in a year?

Where am I going?

Next Steps:

1. Design clear learning targets using student-friendly language. Consider possible gaps where students may struggle with some core concepts/content, based upon evidence of student learning during the year and your own teacher wisdom. Place your targets in a logical progression so you can scaffold the learning up to mastery of your standards and indicators.
2. Examine your course(s) from 30,000 feet, and design 5-7 big ideas (enduring understandings), that have roots in at least three units of study you will teach this year. Your EUs should be bigger, conceptual ideas that will be enriched as students learn new content and make connections to their developing understandings throughout the year.
3. Design 5-7 essential questions that have roots in at least three units of study you will teach this year. These questions do not have a single answer, but rather, provide a framework for thinking about the concepts/content. They should be engaging, so as to hook the students into the learning. These will connect well with your EUs, but they do not need to necessarily correspond on a one-to-one ratio.
4. Plan instruction in units of study, not just for weekly or daily delivery of content. Think about your EUs and EQs, and ask yourself, “In what ways will this unit of study advance my EUs, and EQs?” Decide on one or two ultimate learning goals for your unit. (Wiggins & McTighe, 2003).

Where am I now?

Next Steps:

1. Design formative and summative assessments that align to the standards and show students' progress/achievement as related to the standards.

2. Begin to use at least one formative assessment a week, and use it to modify instruction, or to find out where the students are in their learning.
3. Utilize formative assessments, both individual and whole class, three to five times a week to be data rich in how students are doing. Use your data to modify instruction as you work to provide rigorous learning opportunities for students at all levels of instruction.

How can I close the gap?

Next Steps:

1. Use peer and self-assessment practices in your classroom, careful to build these practices as shaped by your facilitation of sound evaluation practices. Help students set learning goals from those assessment practices so as to guide their own learning.
2. Use regular formative assessments, giving them little or no point value as recorded in the grade book, instead use these assessments to provide descriptive feedback so students know the next step they should take to improve.
3. Allow students to re-take a summative assessment, provided they show evidence of new or improved preparation. Let the final assessment of what a student knows and can do be the actual grade earned in your grade book.
4. Report out behaviors, such as turning in work late or not at all, separately to parents/guardians without having those behaviors affect a student's grade.
5. Place learning goals at the top of grade book (or reporting system) instead of tasks. This will change your reporting system to learning rather than completion of tasks.