

PROCESS TO PLAN 4 DFA

Driving Questions:

- What evidence will we accept that students have learned the essential content?
- What will we do if our students have not learned it?
- What will we do to differentiate learning when students already know it?

Work Zone:

Standard(s)/Subskill(s):

Emerging (1)	Developing (2)	Proficient (3)	Distinguished (4)
<p>3</p> <p>Describe Third Step Base/Prior Knowledge & Skills <i>(every student will be successful)</i></p>	<p>2</p> <p>Describe Second Step Prior/Partial Knowledge & Skills</p>	<p>1</p> <p>Describe Start Here Standard Knowledge & Skills</p>	<p>4</p> <p>Describe Final Step Extension of Standard Knowledge & Skills</p>

Final Guide to Align Items on the Diagnostic Common Formative Assessment

Emerging (1)	Developing (2)	Proficient (3)	Distinguished (4)
<p>Create 1 Emerging Item/Task</p>	<p>Create 1 Developing Item/Task</p>	<p>Create 1 or 2 Proficient Items/Tasks</p>	<p>Create 1 Distinguished Item/Task</p>

*Planning for Diagnostic Common Formative Assessment to encourage students to try and determine what to say/do next for each student

PLANNING/CREATING DFA WORKSHEET

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