

Providing Pathways to Excellence for Each Student

UNWRAP A STANDARD: WHAT DO STUDENTS HAVE TO KNOW AND BE ABLE TO DO?

Domain:

Domain/Reporting Category Weight (if applicable):

Standard:

Is this standard Essential or Supporting?

Performance/Achievement Level Descriptors (AASA Format)

Emerging (1)	Developing (2)	Proficient (3)	Distinguished (4)
I can	I can	I can	I can

Related Grade-Level/Course supporting standards?

BUILDING BACKGROUND KNOWLEDGE AND SKILLS: FLASHBACK STANDARD

STANDARD: (background knowledge)

EXTENDING KNOWLEDGE: PREVIEW STANDARD

STANDARD: (when will they use this)

Standard Analysis

What do students need to know? What do they need to be able to do?

Essential Knowledge/Concepts List the NOUNS	Essential Skills List the VERBS or Verb Phrases:
Essential Vocabulary List all key vocabulary words:	DOK Level What is the cognitive demand required for a student to demonstrate proficiency in this standard?
Essential Questions List open-ended and "second" questions:	

What are the lesson-sized, student-friendly **learning targets** that describe what students are learning about or learning to do? “I am learning about... (concept)” or “I am learning to do ... (skill)”

Learning Targets:			
I am learning to	I am learning to	I am learning to	I am learning to

How will students demonstrate success towards the learning targets? What will they do or say to illustrate that success? These **success criteria** should be scaffolded, actionable, student-friendly, and aligned to the learning targets. (3-5 Success Criteria per Learning Target is ideal)

Success Criteria:			
I can	I can	I can	I can
I can	I can	I can	I can
I can	I can	I can	I can

What evidence will be collected to assess students' level of mastery? (Exit tickets, CFAs, Projects?)

Evidence and Assessment:
Possible Exit Tickets
LT 1:
LT2:
LT3:
LT4:

What instructional strategies will be used to ensure students will learn? How will we keep them engaged? (Think-Pair-Share, Alpha-Sort, 4-Corners)

Instructional Strategies:
<i>(see possible Thinking Routines)</i>

What materials and resources need to be gathered? Where are they found? (Unit numbers, page-numbers, copies, slides, games, etc.)

Resources:

What will we do for students who have still not learned? How will we extend learning for students who know it?

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Possible Diagnostic Formative Assessment (DFA)

Item #1: Alignment to flashback

Item #2: Alignment Emerging

Item #3: Alignment to Developing

Item #4: Alignment to Proficient

Item #5: Alignment to Proficient

Item #6: Alignment to Distinguished

Arizona Department of Education Resources

to Support Uncovering the Knowledge, Skills, and Vocabulary of Learning Targets

Arizona Performance Level Descriptors

Standard

Emerging	Developing	Proficient	Distinguished
I can	I can	I can	I can

AASA Item Specifications

Content Standard	
Explanations	
Content Limits	
Context	

Sample Task Demands	Common Item Formats
Students will be required to	
Students will be required to	
Students will be required to	
Students will be required to	

Sample AASA Items (if available)

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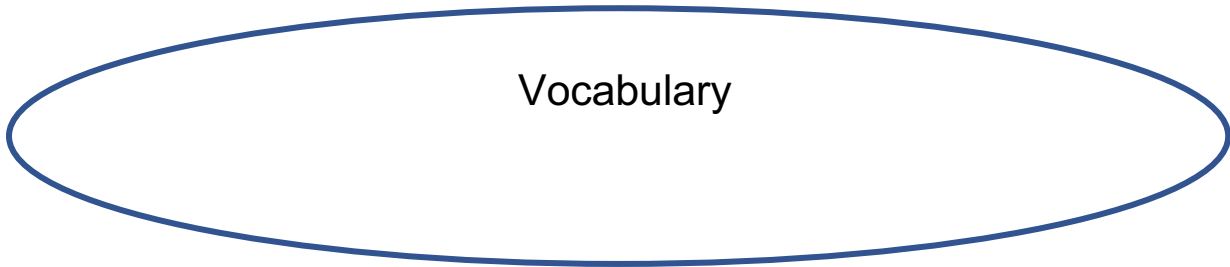
Guided Group Lesson

Date:

Standard: I will

Group Members	Emerging	Developing	Proficient	Distinguished

Warm-Up:



Emerging	Developing	Proficient	Distinguished
Lesson focus:	Lesson focus:	Lesson focus:	Lesson focus:

Observations:
What you notice about your students during small group instruction.

Next Steps:
What will you do with these students next? Change groups, repeat, etc.