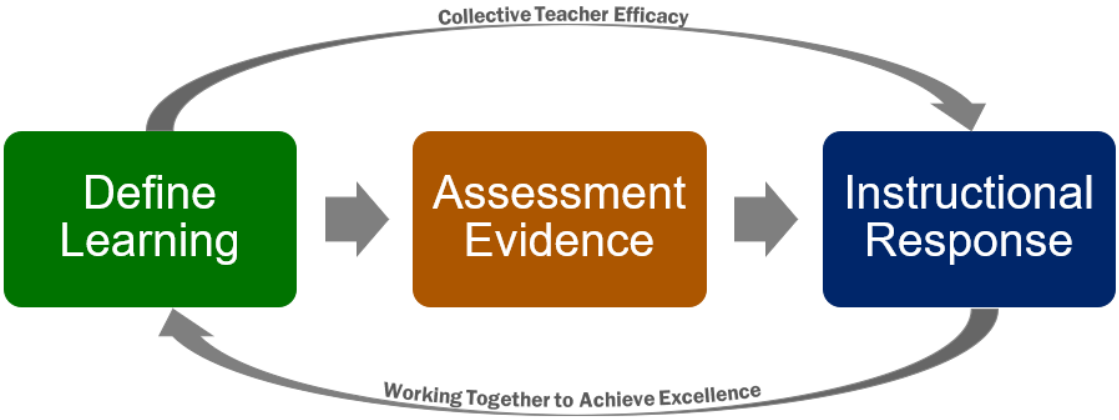
INSTRUCTIONAL CYCLE

The framework of our district assessment system.

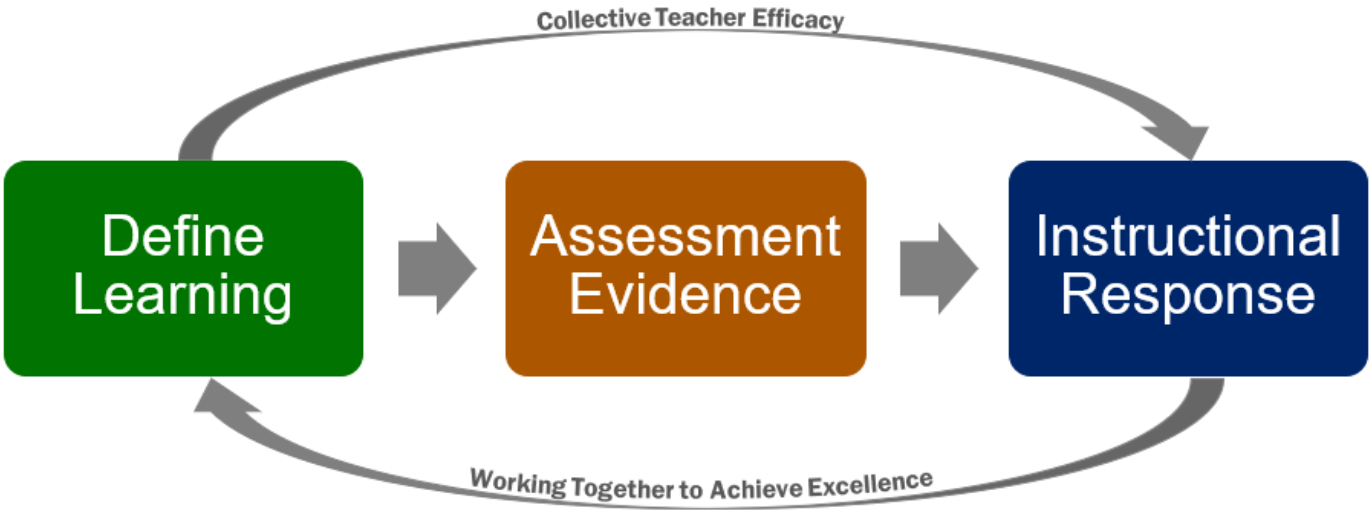
Converse County School District #1



We are LEARNER DRIVEN and *evidence-informed.*

#LifeReady

What do we want our students to learn?	How will we know if they have learned?	What will we do if they don't learn? If they already know it?



1. Determine priority standards. 2. Map standards by unit. 3. Unwrap standards to identify learning targets and develop learning goal progressions (proficiency scales).	4. Plan and design summative assessment evidence from learning targets. 5. Plan and design formative assessment evidence from learning goals. 6. Check rigor and relevance in item and test design.	7. Plan instructional response and intervention/extension (common formative response – Tier 1). 8. Get students invested. 9. Plan intervention response (end of unit assessment analysis – Tier 2).

Adapted from: Vagle, N. D. (2019). *Putting it all together: Linking instruction, assessment and interventions.* [Seminar handout]. Pasadena, CA: Solution Tree, RTI™ at Work Institute.

Note: Click on the Table of Contents heading to quickly navigate to the document section.

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Change log

Change #	Date	Change	Why Changed
1	12/2019	Plan adopted	
2	7/2023	Assessment definitions and matrix moved to MTSS framework	Avoid duplication of resources
3	8/2023	PLC System & Collaborative Team Tools	To create a systemic, collaborative environment for our team and GVC work

Overview

Our instructional cycle functions as the framework of our district assessment system. The district assessment system is required by the Wyoming Department of Education (2018) to: "ensure equity of opportunity for Wyoming students by demonstrating the alignment of curriculum and assessments to the Wyoming Content and Performance Standards in all content areas."

District Vision & Mission

Vision:

#LifeReady

Mission:

Working together to ensure all students achieve excellence.

Converse County School District #1 defines excellence in teaching and learning as:

- All students are proficient or advanced in grade level and content area priority standards.
- All students are proficient in mindsets and behaviors that prepare them to achieve excellence.

This document defines the framework in which we work together to ensure students achieve these standards of excellence.

Continuous Improvement

Philosophy

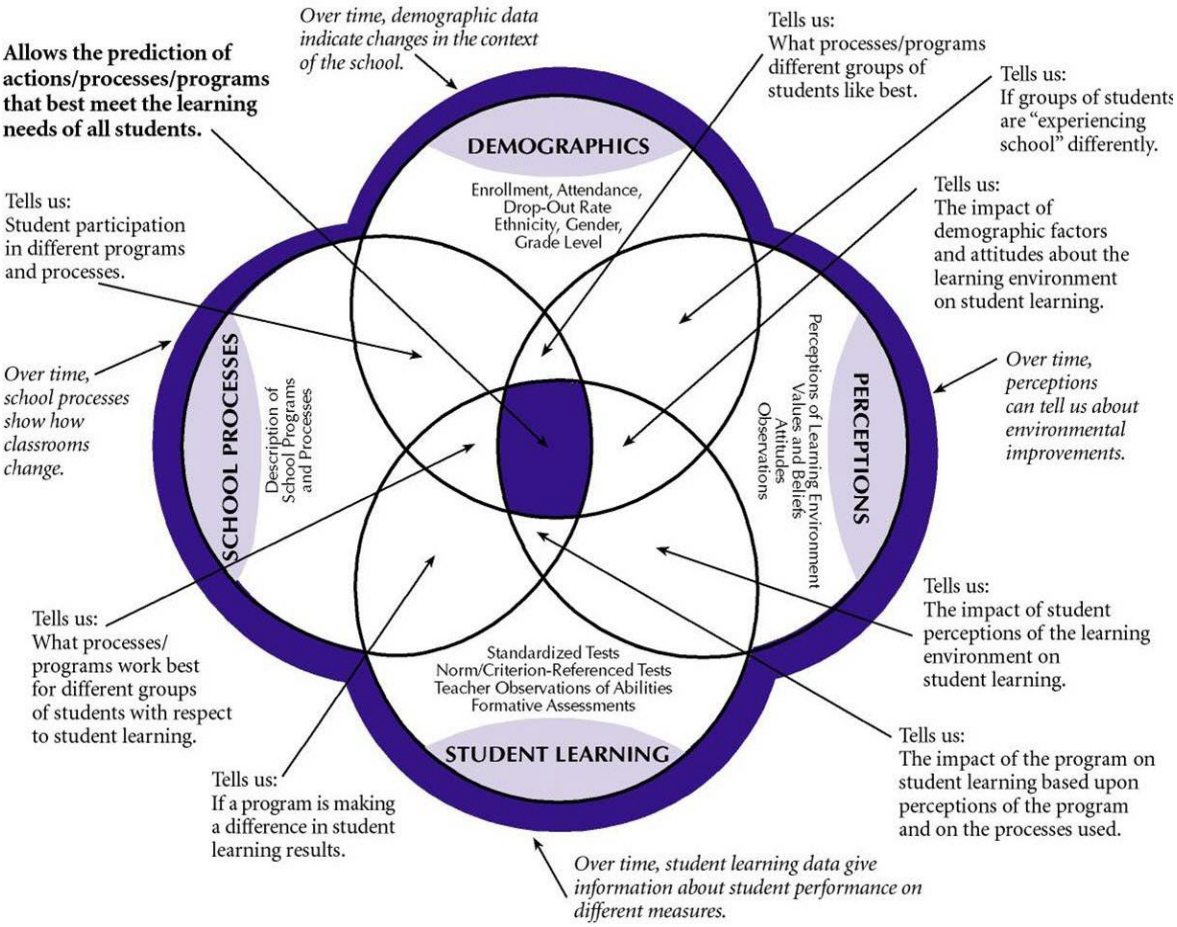
We are **LEARNER DRIVEN** and *evidence-informed.*

We believe:

- *Data* are facts that can be used in calculation, reasoning, or planning.
- *Cause data* is information based on the actions of the adults in the system (the inputs).
- *Effect data* are student achievement results from various measures (the results).

360 Data Analysis

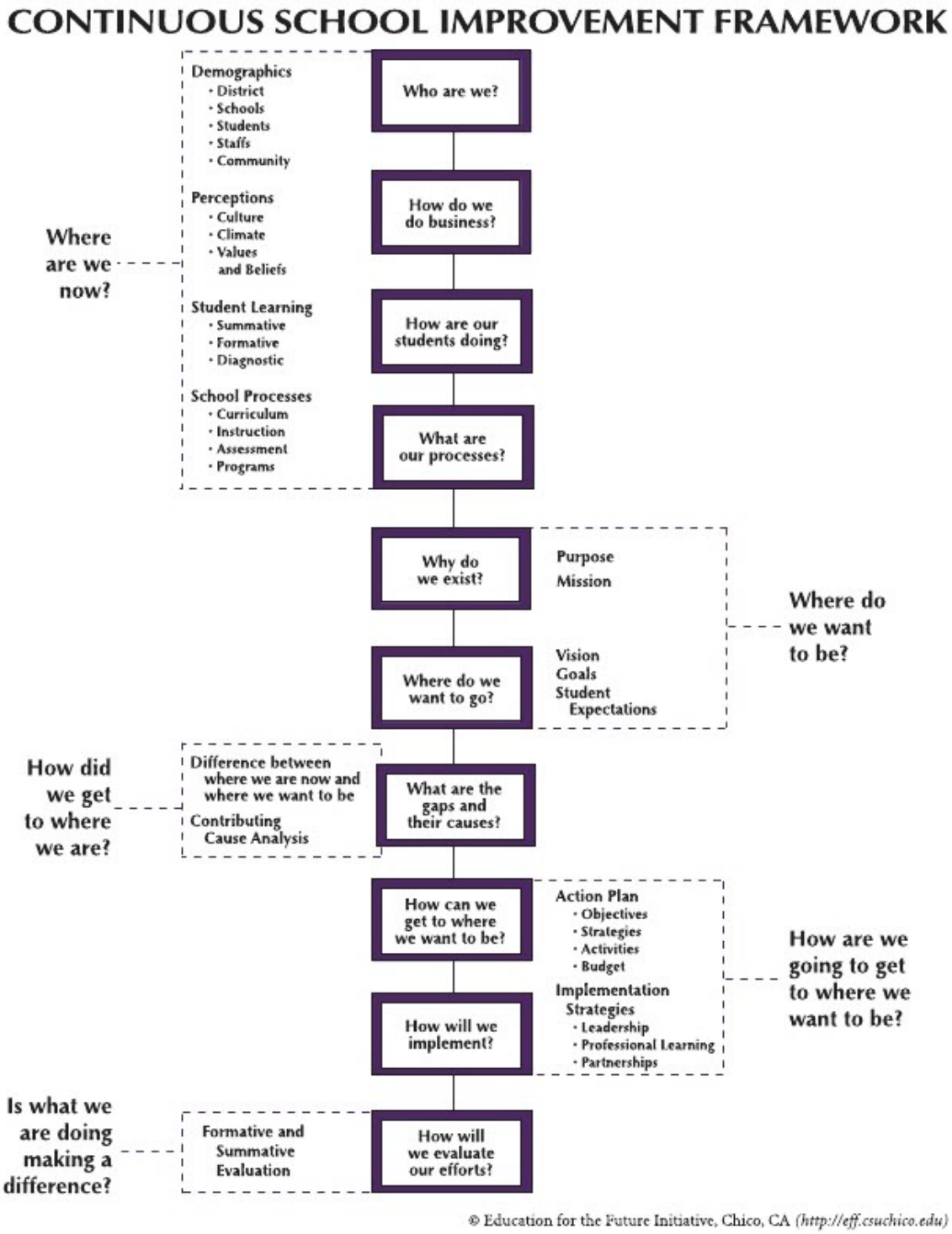
A key component to the GVC is our continuous improvement process. Through the district continuous improvement process, we utilize a 360 Data Platform to predict the actions/processes/programs that best meet the learning needs of all students (Bernhardt, 2013). The graphic below shows the intersections that occur with a 360 Data Analysis.



When clear on what you want to know, the intersections provide insight into continuous improvement. They allow us to look closely at and better understand the achievement results we are getting.

Essential Questions for School Improvement

We utilize Bernhardt's (2017) framework and the 360 data analysis to determine if what we are doing makes a difference to student learning.

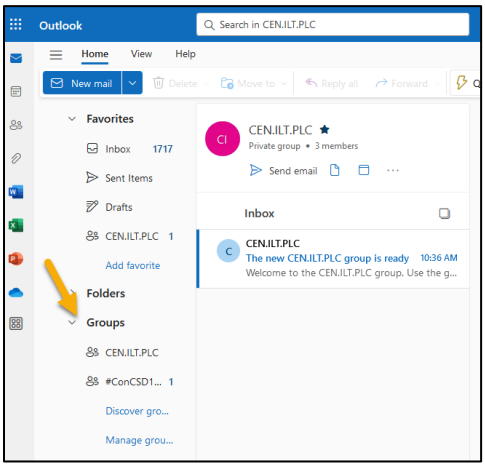


PLC System & Collaborative Team Tools

We utilize a PLC system and collaborative teams. Microsoft Groups provides the electronic tools for your work. Following are tips and hints for using the Groups tools.

Accessing your Group

1. In your Outlook 365 webmail, navigate to **Groups**. Any groups in which you are a member will appear in the list. Click the group name. Note: If you need access to a particular group, notify your supervisor.

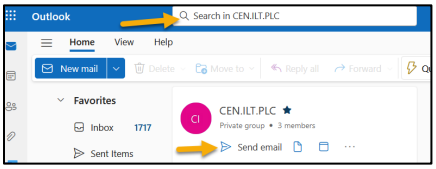


2. To access your tools, click:
   - ★ to add the group to your Favorites menu.
   - to send an email to the group.
   - to go to group files.
   - to access the group calendar.
   - to access the team notebook.

Group Email

Group email provides a searchable, historical record of your electronic discussions.

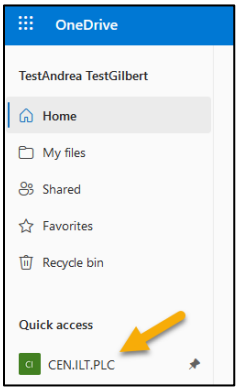
1. Send an email to the group.
2. Use the search box at the top of your email to search your group emails. Make sure your group name is listed in the search box.



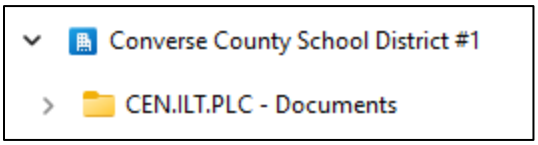
Group Files

Group files should contain all student data, proficiency scales and exemplar examples and will operate the same way as your OneDrive files. As a team member, you can delete or add files at any time, so be careful. Tips for use include:

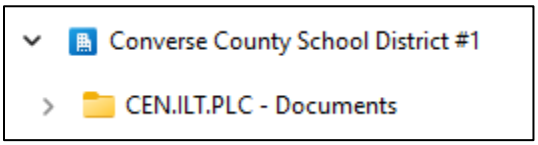
- **Access to Files:**
  - Click the **Pin to Quick Access** button to make your group files quickly accessible in your personal OneDrive area.



  - Or, the Sync button **creates** a copy of the group files in your OneDrive in a folder that has the name of your organization. This will give you offline access to the files.



- **Creating New Files or Links:** In the files area, click the + New button and choose the file type or link.
- **Proficiency Scales & Exemplars:**
  - When working with proficiency scales, it is best practice to work *from* the groups document, not from a document on your personal OneDrive.
  - When pasting the link to the proficiency scale or exemplar in Atlas, click button, then choose *Anyone* and *Can View*. Copy the link and paste in Atlas. Public links allow us to share the proficiency scales with vertical team members, parents, and other stakeholders.
- The Sync button creates a copy of the group files in your OneDrive in a folder that has the name of your organization. This will give you offline access to the files.



Guaranteed and Viable Curriculum

The foundation of this framework is the ***guaranteed and viable curriculum***. Our guaranteed and viable curriculum (GVC) delineates the curricular framework for our standards-referenced teaching and learning and is defined as (DuFour et al., 2016, pg 113-126):

- *Guaranteed*: gives students access to the same essential learning outcomes regardless of who is teaching the class
- *Viable*: well-articulated set of knowledge and skills that every child should learn in grades K-12 that can be taught for understanding in the time available.

In Converse County School District #1, the GVC is delivered through a standards-aligned system mapped by priority standards and proficiency scales. The priority standards articulate the knowledge and skills for each grade level and content area. The proficiency scales define the learning outcomes and mastery levels for each priority standard.

The GVC is driven by these guiding principles:

- **We will teach less, learn more.** Our GVC will drive the framework for instruction that ensures all students receive the instruction and learning opportunities they deserve.
- **We continually seek evidence of what students KNOW and CAN DO**.
- **What you track and measure will improve.** Curriculum maps track aligned instruction to improve student achievement on learning goals, as measured by our assessment system.
- The **GVC drives our collaborative team work** within our PLC framework.

The district assessment system is required by the Wyoming Department of Education (2018) to:

> ensure equity of opportunity for Wyoming students by demonstrating the alignment of curriculum and assessments to the Wyoming Content and Performance Standards in all content areas.

Standards Aligned System

Alignment to Wyoming Content and Performance Standards

CCSD #1 is responsible for the Wyoming Adopted Standards. In addition, some content areas utilize content specific national standards. Click here to view our standards. Standards have specific identifiers:

P	District priority standards
S	District supporting standards
W	Wyoming performance standards

Priority Standards

The priority standards identified by K-12 collaborative teams clearly identify what students are expected to know and be able to do. Priority standards are chosen based on five criteria (Heflebower, et al., 2014):

- ***Assessment*** – Student opportunity to learn content that will be assessed.
- ***Endurance*** – Knowledge and skills that will last beyond a class period or course.
- ***Teacher Judgment*** – Knowledge of content area and ability to identify more- and less-important content.
- ***Leverage*** – Knowledge and skills that cross over into many domains of learning.
- ***Readiness*** – Knowledge and skills important to subsequent content or courses.

Proficiency Scales

Proficiency scales articulate statements of what student will know and be able to do (Heflebower, T., & Hoegh, J., 2018). Our proficiency scales:

- provide clear focus for instruction to essential learning goal,
- serve as the framework for a high-quality classroom assessment,

- ensure alignment of curriculum, instruction, assessment, and feedback,
- articulate a learning progression,
- are posted and able to be read by students,
- are referenced during lessons.

Literacy, Math and Reading

As required by W.S.21-0-101(b)(ii) (Wyoming Department of Education, 2018b), our district places an emphasis on literacy and math in grades 1-8. Priority standards define the knowledge students are expected to know and be able to do. The District Assessment system articulates the processes utilized to ensure all student achieve in the areas of literacy, math and reading.

Processes and Scales

Processes and examples have been developed to ensure effectiveness and efficiency in our standards aligned system:

- Prioritizing or Reprioritizing Standards
- Priority Standards Selection Criteria
- Creating or Revising a Proficiency Scales
- Proficiency Scale Review
- Proficiency Scale Review Form
- Proficiency Scale Example
- Proficiency Scale Planning Document
- Learning Goal Verbs

In addition to the processes, proficiency scales are created that allow teacher to self-assess their proficiency in priority standards and proficiency scales:

- Prioritization of Standards
- Creating Proficiency Scales

Plan Components

This plan is a living, breathing document. It is HIGHLY RECOMMENDED that you work from the electronic version.

- Define Learning
- Assessment Evidence
- Instructional Response

Process for Updating the District Assessment System

The instructional leadership team (assistant superintendent, building principals, and instructional coaches), to evaluate the system, will utilize the following checklist annually.

Question	Yes	No	Evidence	Next Actions
Do all content areas have priority and supporting standards identified and aligned to most recent version of WY content and performance standards?				
Do all grade levels have proficiency scales for each priority standard?				
Are PLC collaborative teams following the process for *Reviewing Proficiency Scales*?				
Are PLC collaborative teams following the process for *Aligning Resources to Prioritized Standards and Proficiency Scales*?				
Do all proficiency scales include possible accommodations and/or modifications?				
Are PLC collaborative teams following the process for *Aligning Assessments To Proficiency Scales*?				
Are teachers utilizing the *Assessment Technical Quality Guide* as needed?				
Are teachers utilizing scoring assessments as defined by the *Scoring Assessments process*?				
Do all courses have completed curriculum maps?				
Are all teachers clearly following the curriculum maps in their daily instruction?				
Are all PLC collaborative teams utilizing the *Response to Intervention* process?				

Glossary of Terms

Reproducible list from Learning by Doing (Dufour, R., et al., 2016, pp, 19)

action orientation. A predisposition to learn by doing; moving quickly to turn aspirations into actions and visions into realities. Members of PLCs understand that the most powerful learning always occurs in a context of taking action, and they value engagement and reflective experience as the most effective teachers.

action research. A process of collective inquiry in which individuals work together to become more proficient at identifying and solving problems. The steps of action research include: (1) formulating a problem, (2) identifying and implementing a strategy to address the problem, (3) creating a process for gathering evidence of the effectiveness of the strategy, (4) collecting and analyzing the evidence, and (4) making decisions based on the evidence.

adaptive challenges. Challenges for which the solution is not apparent; challenges that cause us to experiment, discover, adjust, and adapt (Heifetz & Linsky, 2002). Adaptive challenges may also be described as second-order change.

attainable goals. Goals perceived as achievable by those who set them. Attainable goals are intended to document incremental progress and build momentum and self-efficacy through short-term wins.

balanced assessment. An assessment strategy that recognizes no single assessment yields the comprehensive results necessary to inform and improve practice and foster school and system accountability. Balanced assessments utilize multiple measures of student achievement, including formative assessments *for* learning and summative assessments *of* learning. Balanced assessment also refers to using different types of assessments based upon the knowledge and/or skills students are called upon to demonstrate. Rather than relying exclusively on one kind of assessment, schools and teams develop multiple ways for students to demonstrate proficiency.

building shared knowledge. Learning together. Members of professional learning communities *always* attempt to answer critical questions by first learning together. They engage in collective inquiry to build shared knowledge. This collective study of the same information increases the likelihood that members will arrive at the same conclusion. Members of a PLC, by definition, will *learn* together.

capacity building. "Developing the collective ability—dispositions, skills, knowledge, motivation, and resources—to act together to bring about positive change" (Fullan, 2005, p. 4).

collaboration. A *systematic* process in which people work together, *interdependently,* to analyze and *impact* professional practice in order to improve individual and collective results. In a PLC, collaboration focuses on the critical questions of learning: What is it we want each student to learn? How will we know when each student has learned it? How will we respond when a student experiences difficulty in learning? How will we enrich and extend the learning for students who are proficient?

collective commitments. The third pillar of the PLC foundation. Collective commitments (or values) represent the promises made among and between all stakeholders that answer the question, What must we do to become the organization we have agreed we hope to become?

collective inquiry. The process of building shared knowledge by clarifying the questions that a group will explore together. In PLCs, educators engage in collective inquiry into more effective practices by examining both external evidence (such as research) and internal evidence (which teachers are getting the best results). They

also build shared knowledge regarding the reality of the current practices and conditions in their schools or districts.

common assessment. An assessment of student learning that uses the same instrument or a common process utilizing the same criteria for determining the quality of student work. State and provincial assessments and district benchmark assessments are "common" assessments. However, in a PLC, common assessments are also created by a team of teachers with collective responsibility for the learning of a group of students who are expected to acquire the same knowledge and skills. Team-developed common assessments provide members with the basis of comparison that turns data into information and help individuals identify strengths and weaknesses in their instructional strategies. They also help identify problem areas in the curriculum that require attention.

common formative assessment. An assessment typically created collaboratively by a team of teachers responsible for the same grade level or course. Common formative assessments are used frequently throughout the year to identify (1) individual students who need additional time and support for learning, (2) the teaching strategies most effective in helping students acquire the intended knowledge and skills, (3) curriculum concerns—areas in which students generally are having difficulty achieving the intended standard—and (4) improvement goals for individual teachers and the team.

community. A group linked by common interests. Whereas the term *organization* tends to emphasize structure and efficiency, *community* suggests shared purpose, mutual cooperation, and supportive relationships.

consensus. Consensus is achieved when (1) all points of view have not only been heard but also solicited, and (2) the will of the group is evident even to those who most oppose it.

continuous improvement process. The ongoing cycle of planning, doing, checking, and acting designed to improve results—constantly. In a PLC, this cycle includes gathering evidence of current levels of student learning, developing strategies and ideas to build on strengths and address weaknesses in that learning, implementing those strategies and ideas, analyzing the impact of the changes to discover what was effective and what was not, and applying the new knowledge in the next cycle of continuous improvement.

criterion-referenced assessment. An assessment used to determine if a student or group of students have met a specific standard or intended learning outcome (Ainsworth & Viegut, 2006).

critical questions of collaborative teams. In a PLC, collaboration focuses on four critical questions of learning: (1) What is it we want each student to learn, (2) How will we know when each student has learned, (3) How will we respond when a student experiences difficulty in learning, and (4) How will we enrich and extend the learning for students who are proficient?

crucial conversation. Dialogue in which "the stakes are high, opinions vary, and emotions run strong" (Patterson, Grenny, McMillan, & Switzler, 2002, p. 3). **curriculum leverage.** The skills, knowledge, and dispositions that will assist the student in becoming proficient in other areas of the curriculum and other academic disciplines (Reeves, 2002).

Data versus information. Data represent facts or figures that, standing alone, will not inform practice or lead to informed decisions. To transform data into information requires putting data in context, and this typically requires a basis of comparison.

DRIP syndrome (data rich/information poor). The problem of an abundance of data that do nothing to inform practice because they are not presented in context through the use of relevant comparisons (Waterman, 1987).

endurance. The quality that defines knowledge, skills, and dispositions students are expected to retain over time as opposed to those they merely learn for a test (Reeves, 2002).

essential learning: The critical skills, knowledge, and dispositions each student must acquire as a result of each course, grade level, and unit of instruction. Essential learning may also be referred to as essential outcomes, power standards (Reeves, 2002), guaranteed and viable curriculum (Marzano, 2003), essential academic goals (Lezotte, 1991), learning intentions and success criteria (Hattie, 2009), or learning expectations and tangible exemplars of student proficiency (Saphier, 2005).

first-order change. Innovation that is incremental, representing the next step on an established path and operating within existing paradigms. The change can be implemented by using the existing knowledge and skills of the staff. The goal of first-order change is to get better at what is already being done (Marzano, Waters, & McNulty, 2005).

formative assessment. An assessment *for* learning used to advance and not merely monitor each student's learning; the assessment informs the teacher regarding the effectiveness of instruction and the individual student regarding progress in becoming proficient. The checks for understanding that individual teachers use in the classroom on a daily basis are examples of formative assessments. In a PLC, collaborative teams also use common formative assessments to (1) identify students who are experiencing difficulty in their learning, (2) provide those student with additional time and support in a way that does not remove them from new direct instruction, and (3) give them additional opportunities to demonstrate their learning.

foundation of a professional learning community. PLCs rest upon a shared *mission* of high levels of learning for all students. In order to achieve that mission, educators create a common *vision* of the school they must create, develop *collective commitments* or *values* regarding what they will do to create such a school, and use *goals* as measurable milestones to monitor their progress.

Genius of And. The ability to embrace paradox. Embracing the Genius of And allows an individual to avoid the choice between A *or* B and to choose both A *and* B at the same time (Collins & Porras, 1997). A commitment to simultaneous loose *and* tight leadership serves as an example of the Genius of And. See also **Tyranny of Or.**

goals. Measurable milestones that can be used to assess progress in advancing toward a vision. Goals establish targets and timelines to answer the question, What results do we seek, and how will we know we are making progress?

guaranteed and viable curriculum. A curriculum that (1) gives students access to the same essential learning regardless of who is teaching the class *and* (2) can be taught in the time allotted (Marzano, 2003).

guiding coalition. An alliance of key members of an organization who are specifically charged to lead a change process through the predictable turmoil. Members of the coalition should have shared objectives and high levels of trust.

high expectations. Positive inferences teachers make about the future academic achievement of their students based on what they know about their students (Good & Brophy, 2002). "High expectations for success will be judged, not only by the initial staff beliefs and behaviors, but also by the organization's response when some students do not learn" (Lezotte, 1991, p. 4).

knowing-doing gap. The disconnect between knowledge and action; the mystery of why knowledge of what needs to be done so frequently fails to result in action or behavior consistent with that knowledge (Pfeffer & Sutton, 2000).

Law of the Few. The ability of a small close-knit group of people to champion an idea or proposal until it reaches a tipping point and spreads like an epidemic throughout an organization (Gladwell, 2002).

learning. The acquisition of new knowledge or skills through ongoing action and perpetual curiosity. Members of a PLC engage in the ongoing study and constant reflective practice that characterize an organization committed to continuous improvement.

learning organization. "Organizations where people continually expand their capacities to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together" (Senge, 1990, p. 3).

mission. The fundamental purpose of an organization. Mission answers the question, Why do we exist?

moral purpose. "Acting with the intention of making a positive difference in the lives of employees, customers, and society as a whole" (Fullan, 2001, p. 3). Fullan lists a commitment to moral purpose as a critical element of effective leadership and contends leadership must be ultimately assessed by the extent to which it awakens and mobilizes the moral purpose of those within the organization.

norm-referenced assessment. An assessment designed to compare the performance of an individual or group with a larger "norm" group typically representing a national sample with a wide and diverse cross-section of students (Ainsworth & Viegut, 2006).

performance-based assessment. An assessment that requires students to demonstrate learning through demonstration or completion of a task (for example, essays, oral presentations, open- ended problems, labs, or real-world simulations). Prior to administering a common performance- based assessment, a collaborative team in a PLC must (1) agree on the criteria by which members will judge the quality of student work and (2) demonstrate that they apply those criteria consistently—establish interrater reliability.

power standard. The knowledge, skills, and dispositions that have endurance and leverage, and are essential in preparing students for readiness at the next level (Reeves, 2002); the most essential learning or outcomes.

prerequisite knowledge. See readiness for the next level of learning.

professional. Someone with expertise in a specialized field; an individual who has not only pursued advanced training to enter the field, but who is also expected to remain current in its evolving knowledge base.

professional development. A lifelong, collaborative learning process that nourishes the growth of individuals, teams, and the school through a daily job-embedded, learner-centered, focused approach (National Staff Development Council, 2000).

professional learning community (PLC). An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

pyramid of interventions. A systematic schoolwide plan that ensures every student in every course or grade level will receive additional time and support for learning as soon as he or she experiences difficulty in acquiring essential knowledge and skills. The multitiered intervention occurs during the school day, and students are required rather than invited to devote the extra time and secure the extra support for learning.

readiness for the next level of learning. The quality of having acquired the skills, knowledge, and dispositions essential for success in the next unit, course, or grade level (Reeves, 2002).

reciprocal accountability. The premise that leaders who call upon members of the organization to engage in new work, achieve new standards, and accomplish new goals have a responsibility to those members to develop their capacity to be successful in meeting these challenges: "For every increment of performance we ask of educators, there is an equal responsibility to provide them with the capacity to meet that expectation" (Elmore, 2004, p. 93). For example, principals of professional learning communities recognize they have an obligation to provide staff with the resources, training, mentoring, and support to help them successfully accomplish what they have been asked to do.

results orientation. A focus on outcomes rather than inputs or intentions. In PLCs, members are committed to achieving desired results and are hungry for evidence that their efforts are producing the intended outcomes.

school culture. The assumptions, beliefs, values, and habits that constitute the norm for the school and guide the work of the educators within it.

school structure. The policies, procedures, rules, and hierarchical relationships within the school.

second-order change. Innovation that represents a dramatic departure from the expected and familiar. Second-order change is perceived as a break from the past, is inconsistent with existing paradigms, may seem to be at conflict with prevailing practices and norms, and will require the acquisition of new knowledge and new skills (Marzano, Waters, & McNulty, 2005). See also adaptive challenges.

simultaneous loose and tight leadership. A leadership concept in which leaders encourage autonomy and creativity (loose) within well-defined parameters and priorities that must be honored (tight). The concept has also been referred to as "directed empowerment" (Waterman, 1987), a "culture of discipline with an ethic of entrepreneurship" (Collins, 2001, p. 124), and "defined autonomy" (Marzano & Waters, 2009).

SMART goals. Goals that are Strategic & Specific, Measurable, Attainable, Results-oriented, and Timebound (O'Neill & Conzemius, 2005)**.**

stretch goals. Goals intended to inspire, to capture the imagination of people within the organization, to stimulate creativity and innovation, and to serve as a unifying focal point of effort. Stretch goals are so ambitious that they typically cannot be achieved without significant changes in practice. Stretch goals are also referred to as BHAGs: "Big Hairy Audacious Goals" (Collins & Porras, 1997, p. 9).

summative assessment. An assessment *of* learning (Stiggins, 2002) designed to provide a final measure to determine if learning goals have been met (Ainsworth & Viegut, 2006). Summative assessments yield a dichotomy: pass or fail, proficient or not proficient. Additional timely support is typically not forthcoming.

systematic intervention. A schoolwide plan that ensures every student in every course or grade level will receive additional time and support for learning as soon as he or she experiences difficulty in acquiring essential knowledge and skills. The multitiered intervention occurs during the school day, and students are required rather than invited to devote the extra time and secure the extra support for learning. Systematic intervention means that what happens when a student does not learn is no longer left to the individual teacher to determine but is addressed according to a systematic plan. See also **pyramid of interventions**.

systematic process. A specific effort to organize the combination of related parts into a coherent whole in a methodical, deliberate, and orderly way toward a particular aim. In a PLC, a systematic process reflects an aspect of the "tight" culture.

teachable point of view. A succinct explanation of an organization's purpose and direction that can be illustrated through stories that engage others emotionally and intellectually (Tichy, 1997).

team. A group of people working interdependently to achieve a common goal for which members are held mutually accountable. Collaborative teams are the fundamental building blocks of PLCs.

team learning process. The cyclical process in which all teams in a PLC engage to stay focused on learning. The team learning process includes: clarifying essential student learnings (skills, concepts, and dispositions) for each course and content area; agreeing on common pacing of instruction; developing multiple common formative assessments aligned to each essential outcome; establishing specific, rigorous target scores or benchmarks that will lead to success on high-stakes assessments; analyzing common assessment results; and identifying and implementing improvement strategies. Teams address each step in the process by first building shared knowledge rather than pooling opinions.

team norms. In PLCs, norms represent collective commitments developed by each team to guide members in working together. Norms help team members clarify expectations regarding how they will work together to achieve their shared goals.

time management. The ability to organize and execute one's time around priorities (Covey, 1989).

Tyranny of Or. "The rational view that cannot easily accept paradox, that cannot live with two seemingly contradictory forces at the same time. We must be A or B but not both" (Collins & Porras, 1997, p. 44). Ineffective organizations fall victim to the Tyranny of Or. See also **Genius of And**.

values. The specific attitudes, behaviors, and collective commitments that must be demonstrated in order to advance the organization's vision. Articulated values answer the question, How must we behave in order to make our shared vision a reality? See also **collective commitments**.

vision. A realistic, credible, attractive future for an organization. Vision answers the question, What do we hope to become at some point in the future?

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Define Learning

What do we want our students to learn?

1. Determine Priority Standards

Standards Overview

WDE Resources

- WY Content & Performance Standards
- WYCPS Review & Implementation Snapshot
- Standards Review Status & Materials
- Chapter 10 Rules on Standards

Six Key Points About Standards

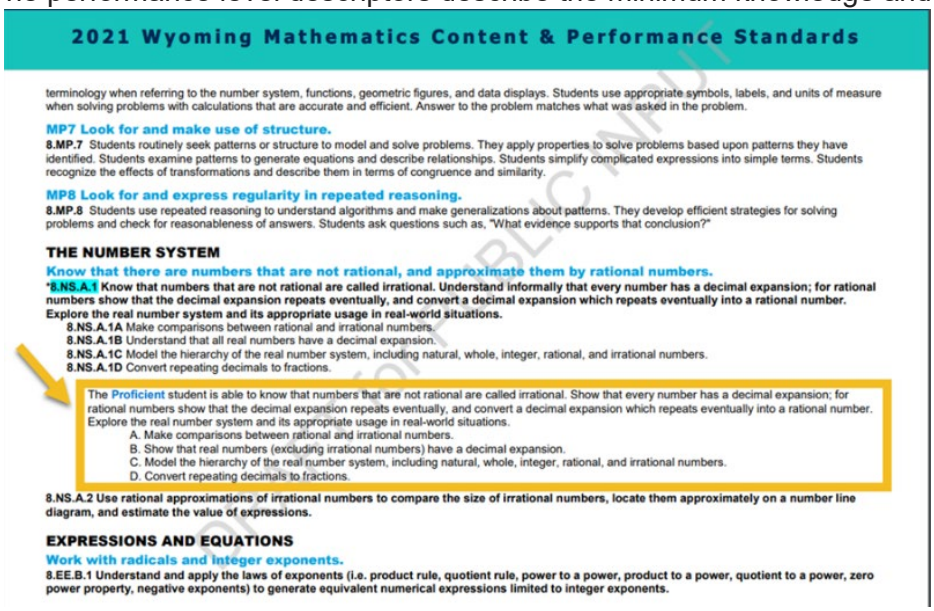
1. The Wyoming Content & Performance Standards (WYCPS) are the foundation of our Instructional Cycle.

2. WYCPS drive our district assessment system and state assessment blueprints.

3. There are three types of WYCPS.

Content	Performance	Extended
Content standards define the minimum content & skills students should know and be able to do at the end of a grade band or level.	Performance standards a subset of standards which all students in WY are expected to learn and be assessed through the district assessment system (our instructional cycle) by the end of a grade band or grade level).	Extended standards are extensions designed to make the WYCPS more accessible to students with cognitive disabilities, while maintaining the rigor and high expectations of the WYCPS.
Performance Level Descriptors for each of these types of standards describe the performance expectations of students.		

4. The performance level descriptors describe the minimum knowledge and skill for proficiency.



2021 Wyoming Mathematics Content & Performance Standards

terminology when referring to the number system, functions, geometric figures, and data displays. Students use appropriate symbols, labels, and units of measure when solving problems with calculations that are accurate and efficient. Answer to the problem matches what was asked in the problem.

MP7 Look for and make use of structure.

8.MP.7 Students routinely seek patterns or structure to model and solve problems. They apply properties to solve problems based upon patterns they have identified. Students examine patterns to generate equations and describe relationships. Students simplify complicated expressions into simple terms. Students recognize the effects of transformations and describe them in terms of congruence and similarity.

MP8 Look for and express regularity in repeated reasoning.

8.MP.8 Students use repeated reasoning to understand algorithms and make generalizations about patterns. They develop efficient strategies for solving problems and check for reasonableness of answers. Students ask questions such as, "What evidence supports that conclusion?"

THE NUMBER SYSTEM

Know that there are numbers that are not rational, and approximate them by rational numbers.

***8.NS.A.1** Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number. Explore the real number system and its appropriate usage in real-world situations.

8.NS.A.1A Make comparisons between rational and irrational numbers.
8.NS.A.1B Understand that all real numbers have a decimal expansion.
8.NS.A.1C Model the hierarchy of the real number system, including natural, whole, integer, rational, and irrational numbers.
8.NS.A.1D Convert repeating decimals to fractions.

The **Proficient** student is able to know that numbers that are not rational are called irrational. Show that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number. Explore the real number system and its appropriate usage in real-world situations.
A. Make comparisons between rational and irrational numbers.
B. Show that real numbers (excluding irrational numbers) have a decimal expansion.
C. Model the hierarchy of the real number system, including natural, whole, integer, rational, and irrational numbers.
D. Convert repeating decimals to fractions.

8.NS.A.2 Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions.

EXPRESSIONS AND EQUATIONS

Work with radicals and integer exponents.

8.EE.B.1 Understand and apply the laws of exponents (i.e. product rule, quotient rule, power to a power, product to a power, quotient to a power, zero power property, negative exponents) to generate equivalent numerical expressions limited to integer exponents.

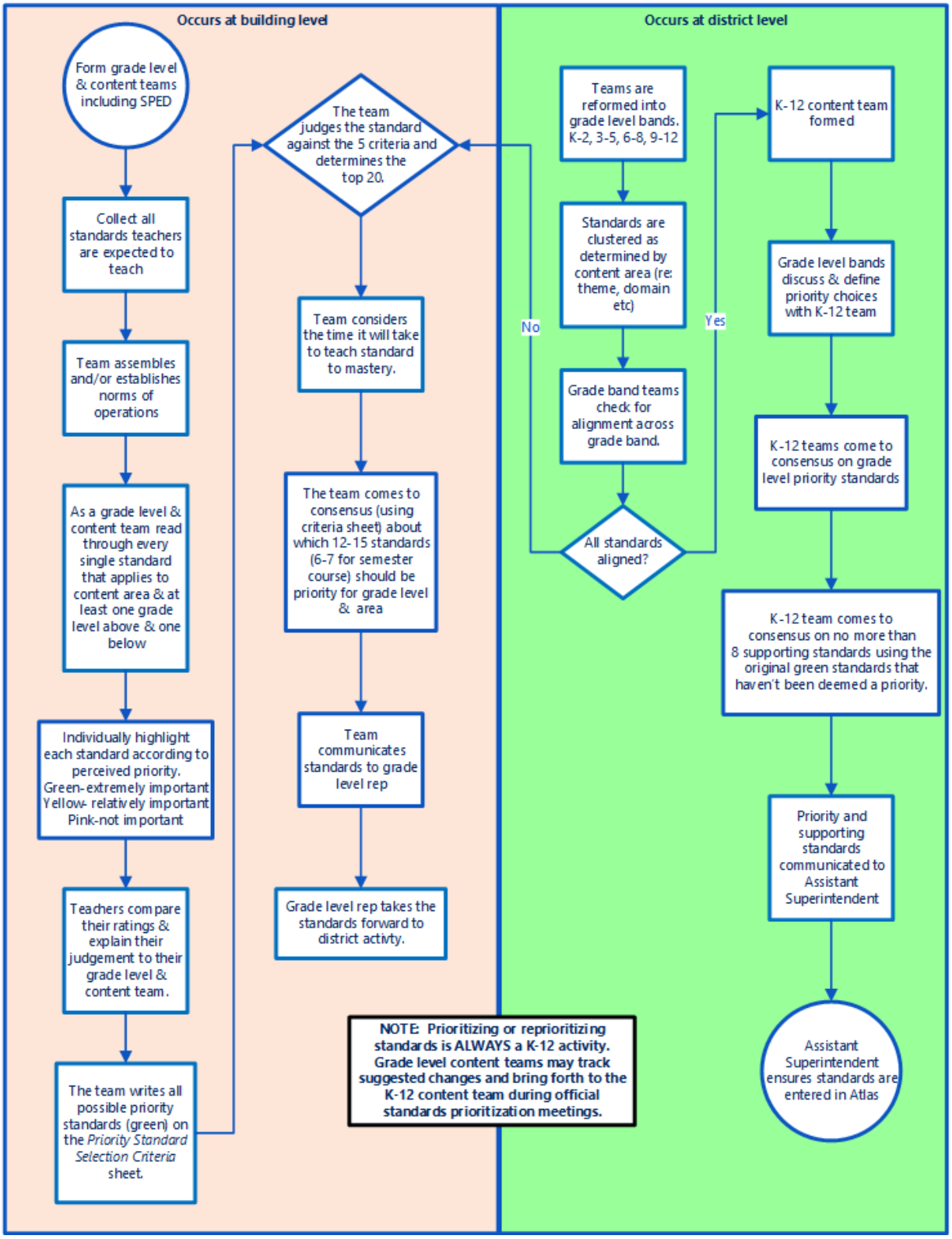
5. Performance standards:

- define an equitable educational experience for WY students by giving them equal access to the standards,
- provide clarity and focus for teachers, students, and parents,
- give opportunity for students to learn at a greater depth of knowledge and with more rigor, as fewer standards are covered,
- simplify test blueprints,
- provide clarity in learning targets for all students and ensure equitable access for our special student populations.

6. Graduation standards are different from performance standards.

- Graduation standards are referenced in statute to include four years of ELA and three years of math, science, and social studies. They are evidenced by a passing grade or competency-based equivalency exam. The State Board will further define these standards through their Profile of a Graduate work.
- Performance standards must be assessed through multiple opportunities at all grade levels. At the middle and high school level, the district will offer all performance standards through course offerings. However, students are only expected to learn and be assessed on the performance and graduation standards in the courses in which they are enrolled.

Prioritizing or Reprioritizing Standards



Standards Criteria Sheet

- **Assessment** – Student opportunity to learn content that will be assessed (review WY-TOPP blueprints, WYCPS performance standards, ACT College and Career Readiness priorities, and/or Perkins competencies to aid in this).
- **Endurance** – Knowledge and skills that will last beyond a class period or course.
- **Leverage** – Knowledge and skills that cross over into many domains of learning.
- **Readiness** – Knowledge and skills important to subsequent content or courses.
- **Teacher Judgment** – Knowledge of content area and ability to identify more and less important content.

List each identifier for the green highlighted standard from your grade level in the Standards box below. Evaluate if the standard meets the criteria for the five areas. Place an X in each corresponding box for which the standard meets the criteria. Leave the box blank if the standard does not meet the criteria definition.

Standard Identifier	Assessment	Endurance	Leverage	Readiness	Teacher Judgment

Heflebower, T., Hoegh, J. K., Warrick, P., Hoback, M., McInteer, M., & Clemens, B., (2015). *A school leaders guide to standards-based grading*. Bloomington, IN: Marzano Research Laboratory.

Teacher Proficiency Scale for Prioritizing Standards

Teachers can self-assess their proficiency in prioritizing standards utilizing the following proficiency scale:

<table>
<tr><td colspan="4">Content Area: Guaranteed and Viable Curriculum</td></tr>
<tr><td colspan="4">Strand: Viability</td></tr>
<tr><td colspan="4">Topic: Prioritization of standards</td></tr>
<tr><td colspan="4">Grade: K-12</td></tr>
<tr><td>Score 4.0</td><td colspan="2">In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.
As part of a continuous improvement cycle, analyze current priority standards and recognize when and how to adjust priority standards as a K-12 team based on most recent evidence.
Bundle priority and supporting standards to create units and year-long pacing guides and use them as the framework for instruction.
Analyze priority standards to affirm viability.</td><td>Sample Activities
Atlas unit plans
Standard pacing guides
K-12 prioritizing or reprioritizing standards documentation</td></tr>
<tr><td></td><td>3.5</td><td>In addition to score 3.0 performance, in-depth inferences and applications with partial success.</td><td></td></tr>
<tr><td>Score 3.0</td><td colspan="2">The Teachers will:
Align all instruction to identified priority and supporting standards.
Analyze standards with identified criteria to identify what all. students need to know and be able to do by the end of the year.
Collaboratively come to consensus on 12-15 priority standards per grade and content area.
Connect standards both horizontally and vertically (K-12) to ensure a logical progression of learning goals.
The teacher exhibits no major errors or omissions.</td><td>Priority Standard Selection Criteria Reference utilized to prioritize standards.
Priority and supporting standards documented in Atlas
Prioritizing or reprioritizing standard process followed in both building and district level
Read and understand WY content and performance standards of grade level above and below.
Daily instruction focuses on priority and supporting standards.</td></tr>
<tr><td></td><td>2.5</td><td>No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</td><td></td></tr>
<tr><td>Score 2.0</td><td colspan="2">There are no major errors or omissions regarding the simpler details and processes as the teacher:
Recognizes or recalls specific terminology, such as:
Endurance, leverage, readiness, teacher judgement, assessment, viability, guaranteed and viable curriculum, standard, proficiency.
Performs basic processes, such as:
Describe the importance of identifying priority standards.
Describe the process used to determine the importance of standards.
Describe the importance of using a guaranteed and viable curriculum.
However, the teacher exhibits major errors or omissions regarding the more complex ideas and processes.</td><td>Read and understand WY content and performance standards for their grade level/content area.
Read and understand WY-TOPP/ACT/Early Literacy assessment blueprints.</td></tr>
<tr><td></td><td>1.5</td><td>Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</td><td rowspan="2"></td></tr>
<tr><td>Score 1.0</td><td colspan="2">With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</td></tr>
</table>

2. Map Standards by Unit

Curriculum Map Template

Converse County School District One

Converse County School District One

Science 6

Sample Template 2020-21 / Grade 6 / Science / Science 6 / Week 1

Sample unit 2

2 Curriculum Developers

Purpose & Beliefs

District Vision: *#LifeReady*

District Mission: Working together to achieve excellence.

The CCSD #1 Instructional Cycle is the foundation of our collaborative work to ensure we achieve excellence and is the framework for our District Assessment System.
The Instructional Cycle provides a comprehensive guide to standards-based teaching and learning, and assessment of this learning.

Track your collaborative team professional goal in Frontline.

Define Learning
(What do we want our students to know and be able to do?)

The guaranteed and viable curriculum (GVC) ensures that each student has access to the same content, knowledge, and skills in all classrooms and that the content can be taught in the time allowed (Marzano, 2003).

All Standards Embedded in This Unit
Choose all standards taught in this unit, including any supporting standards.
Flag any interdisciplinary standards utilizing the flag tool next to the checkbox.
Standards Pacing Guide

Unit Proficiency Scales
Scales-planning document
Scales-creating or revising
Scales-template

Learning Target
FAQ-The Difference Between Learning Goals and Targets
The students can...

The students can...

Learning Goals
Learning Goals Verbs

Vocabulary

Academic:

Assessment:

Student Work Anchors

As determined by collaborative teams.

Assessment Evidence (How will we know they are learning?)

Performance Matters: our data and assessment repository

Refer to the Assessment section of our District Assessment System.

Utilize this checklist as you develop the assessment section:

- **Utilize the Technical Quality Guide to ensure high-quality assessments free from bias.**
- **Compare rigor to standards performance level descriptors (PLDs).**
- **Mimic district and state assessments and assessment blueprints and PLDs (assessment matrix).**
  - **How are questions asked? (i.e. which answer is not correct?)**
  - **Rigor and relevance aligns**
  - **Complexity of assessment questions (i.e. multi-part questions)**
- **Make sure you teach students before assessing:**
  - **Testing and content vocabulary (i.e. omit, evaluate, analyze)**
  - **Test-taking strategies (i.e. manipulation, how to read questions)**

Common Anchor Pre-assessment

Assessment-of student learning
Assessment-aligning standards and scales

Student Self-Tracking

Scales-using with learners

Common Assessment

All district priority and/or Wyoming performance standards addressed in this unit should have a corresponding common assessment component.
Assessment-scoring
Grading-student performance
List district created assessments and if applicable FASTBridge Mcap/WY-TOPP modular/ACT released items

District created:

FASTBridge Mcap/WY-TOPP modular/ACT released items (if applicable):

Effective Teacher Embedded Formative Assessment

Obtrusive:

Unobtrusive:

Student Generated:

Student Feedback Suggestions

Instructional Response
(What will we do if they don't learn? If they already know it?)

What are the student outcomes we desire? As noted by John Hattie, highly effective instructional strategies are a determining factor in student achievement. For example, perhaps we want to increase student proficiency, but need to improve engagement in content to achieve the outcome.

Effective Instructional Strategies

CCSD #1 Instructional Framework
Scales-using to drive instruction
Instruction-tier 1 process
Visible Learning MetaX
Teams will discuss individual practices during data reflection to determine the most effective instructional practices.

Strategies:

Acceleration strategies:

Tech Tools for Engagement:

Resources

Aligning resources to standards and scales

Foundational:

Supplemental:

Intervention/Extension Strategies

Assessment-RTI pyramid
(Targeting students based on need NOT label)
How will we respond when they don't learn? How will we respond if they already know it? (DuFour et al., 2016, pg 161-186)

Intervention:

Extension:

Unit Reflection

Data Reflection

What does your data tell you?

- What was effective?
- We realize that more of the same is not effective intervention...how will we differentiate with precision?
- What needs to change instructionally to move students to proficiency?
- How will you provide more time and support for learning for the students who need it? How will that be accomplished?

What is our future cumulative review plan?

Review for Retention by Robert Marzano

Notes for next year

Standards Pacing Guide

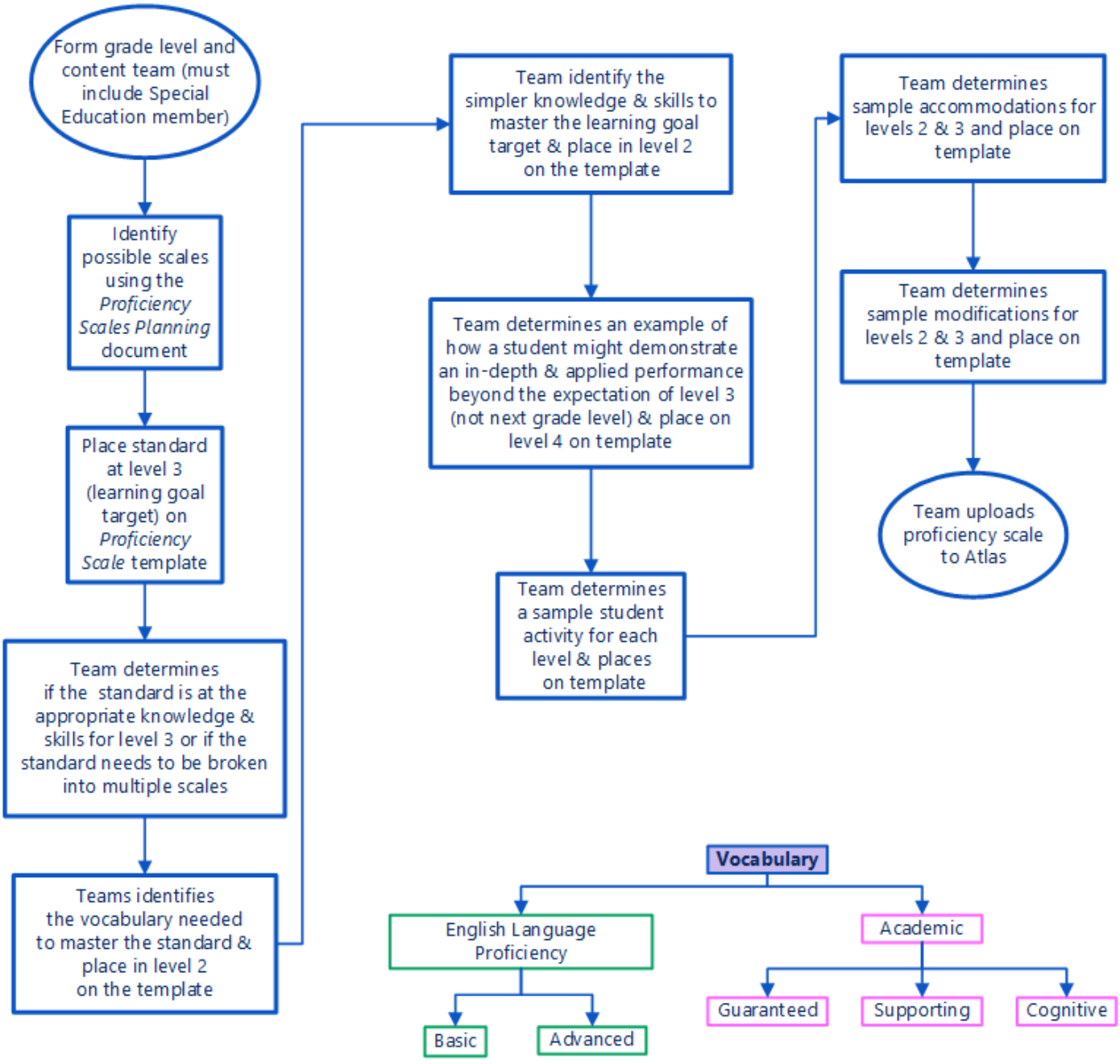
Units Taught-->	Unit 1	Unit 2			
Dates Taught-->					
Priority Standards					
Supporting Standards					

3. Unwrap Standards to Identify Learning Targets and Develop Learning Goals Progressions (proficiency scales)

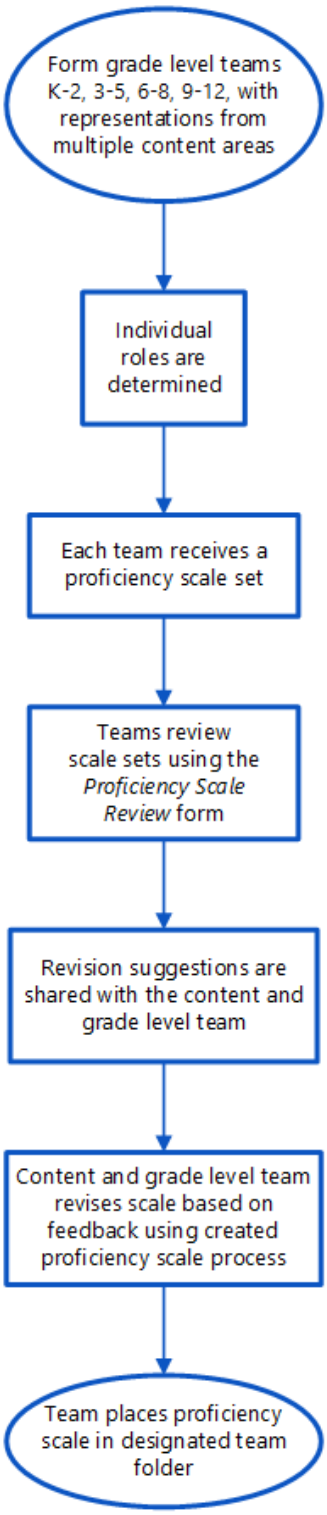
Scales Planning Document

Name of Proficiency Scale	Priority Standards Included	Supporting Standards

Creating or Revising Scales



Proficiency Scale Review



Proficiency Scale Review Form

It is useful to have teachers not involved in writing the proficiency scale involved in the review process. Their fresh perspective can help highlight inconsistencies or issues in the scales (Heflebower, T., et al., 2014).

Prioritized Standard(s):

Criterion	Yes	No	Not Sure	Comments
The proficiency scale has a consistent format.				
The verbs and corresponding content represent a progression of complexity.				
The proficiency scales is doable. It has enough depth, yet not so much as to warrant an additional scale.				
The key vocabulary is highlighted for direct instruction.				
The sample activities or tasks seem appropriate and add clarity to the scale.				

Heflebower, T., Hoegh, J. K., & Warrick, P. (2014). A school leader's guide to standards-based grading. Bloomington, IN: Marzano Research

Proficiency Scale Example

Possible accommodations noted in bold text.

<table>
<tr><td colspan="4">Content Area: 8th Math</td></tr>
<tr><td colspan="4">Strand: 8.EE.7</td></tr>
<tr><td colspan="4">Topic: Linear Equations with One Variable</td></tr>
<tr><td colspan="4">Grade: 8th</td></tr>
<tr><td>Score 4.0</td><td colspan="2">In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.
Advanced students will use estimations of roots to the nearest hundredth to analyze, solve and explain real world problems.</td><td>Sample Activities
The perimeter of a rectangle is $8(2x+1)$ inches. The length of the sides of the rectangle are $3x+4$ inches and $4x+3$ inches. Write and solve an equation to find the length of each side of the rectangle.

Setup Equation:
Length of each side of rectangle:

Accommodation: order of operations handout</td></tr>
<tr><td></td><td>3.5</td><td>In addition to score 3.0 performance, in-depth inferences and applications with partial success.</td><td></td></tr>
<tr><td>Score 3.0</td><td colspan="2">The student:
We can solve linear equations using rational numbers and collecting like terms. We can determine if there are infinite, one or no solution.
The student exhibits no major errors or omissions.</td><td>Determine if this equation is infinite, no solution or one solution. If it is one solution what is the solution?
$Solve:\ \frac{3}{4}r+2\left(\frac{-1}{4}r-1\right)=\frac{1}{4}r+6$

Accommodation: order of operations handout</td></tr>
<tr><td></td><td>2.5</td><td>No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</td><td></td></tr>
<tr><td>Score 2.0</td><td colspan="2">There are no major errors or omissions regarding the simpler details and processes as the student:
We can solve one step equations with rational coefficients. We can identify infinite, one or not solutions.
However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</td><td>Determine if this equation is infinite, no solution or one solution. If it is one solution what is the solution?
$Solve:\ \frac{-3}{7}w=\frac{6}{7}$

Accommodation: order of operations handout</td></tr>
<tr><td></td><td>1.5</td><td>Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</td><td rowspan="2"></td></tr>
<tr><td>Score 1.0</td><td colspan="2">With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</td></tr>
</table>

Proficiency Scale Template

Possible accommodations noted in bold text.

Content Area:			
Strand:			
Topic:			
Grade:			
Score 4.0	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** •		**Sample Activities** •
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	**The student:** • **The student exhibits no major errors or omissions.**		•
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** • recognizes or recalls specific terminology, such as: ○ • performs basic processes, such as: ○ **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**		•
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		

Teacher Proficiency Scale-Creating Scales

Teachers can self-assess their proficiency in creating proficiency scales utilizing the following proficiency scale:

Content Area: Guaranteed and Viable Curriculum			
Strand: Guaranteed			
Topic: Creating Proficiency Scales			
Grade: K-12			
Score 4.0	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** • Teachers can modify proficiency scales for exceptional learners .		**Sample Activities** • Analyze anchor pre-assessment to determine proficiency scale for exceptional learners. • Identify possible accommodations for all students.
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	**The teacher will:** • The teacher can build proficiency scales for each of the priority standards. o Identify the learning target for level 3 o Identify vocabulary & simpler knowledge/skills for level 2 o Determine an example of how a student might demonstrate in-depth application of the standard beyond the expectation of the standard for level 4 o Place sample activities for each level on the scale **The teacher exhibits no major errors or omissions.**		• Proficiency scales are built and uploaded into Atlas. • Collaborate with PLC teams including Special Education staff.
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	**There are no major errors or omissions regarding the simpler details and processes as the teacher:** • Recognizes or recalls specific terminology, such as: o priority standards, supporting standards, learning goal/learning target, simple content, target content/expectation for all, complex content, procedural process and declarative process • Performs basic processes, such as: o Ability to unpack standards. o Demonstration understanding of the various levels of a proficiency scale. o The teacher understands the importance of verbs in determining the level in the scale. o The teacher considers previous and following content levels. o The teacher understands they must limit the number of elements at each level of their scale. **However, the teacher exhibits major errors or omissions regarding the more complex ideas and processes.**		• Identify possible scales using the Proficiency Scales Planning document (i.e. determine if the standard needs to be broken into multiple scales).
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		

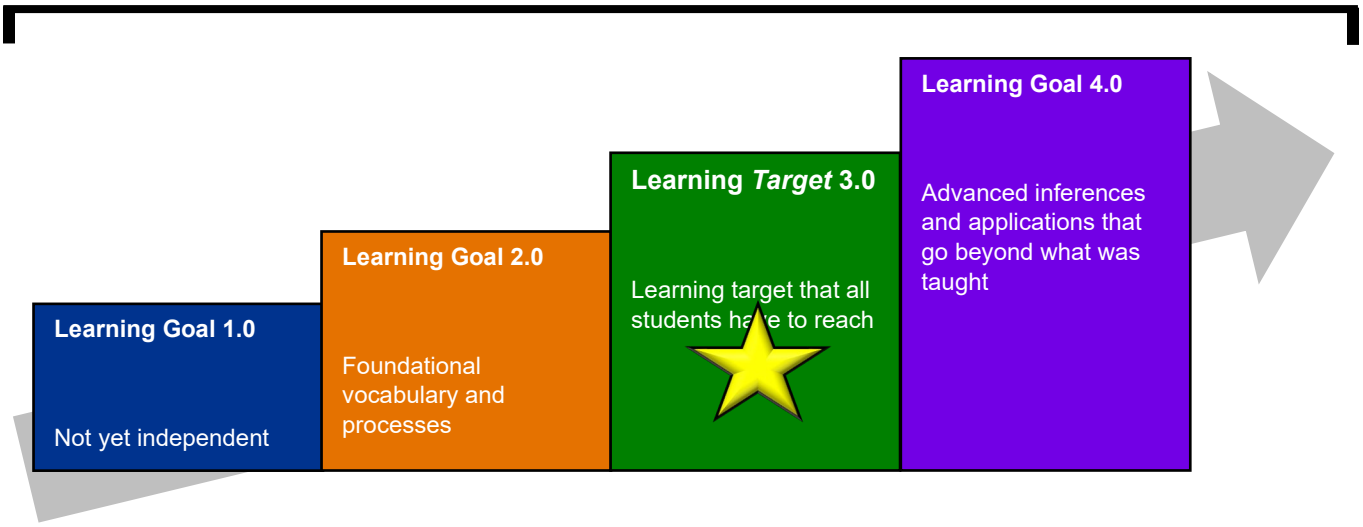
FAQ-The Difference Between Learning Goals and Targets

A ***Learning Target*** is *score 3.0* on a proficiency scale that defines the target content that teachers expect all students to know and be able to do.

A ***Learning Goal*** is a statement of what students will know or be able to do. Learning goals are related to levels on the proficiency scale and/or instructional intentions.

A ***Proficiency Scale*** defines a learning progression for a specific topic, relative to a given priority standard.

Proficiency Scale



Heflebower, T., Hoegh, J. K., Warrick, P. B., & Flygare, J. (2019). A teacher's guide to standards-based learning. Bloomington, IN: Marzano Research.

Learning Goals Verbs

The following pages contain verbs to assist teachers in the writing of learning goals used in proficiency scales. When choosing a verb, consider how the goal will provide a clear target for learning. In other words, how the statement will *identify what a student should know and be able to do*. The crosswalk below may be used by teachers to help identify the knowledge level from which to choose verbs.

Taxonomy Crosswalk

(Marzano, 2016)

<table>
<tr><th>Bloom's Revised Taxonomy</th><th>Marzano's Taxonomy</th><th>Webb's Depth of Knowledge</th></tr>
<tr><td>Remembering:
Recall previous learned information</td><td>Retrieval:
Activation and transfer of knowledge from permanent memory to working memory

The processes at this level are sequential.

Recognizing → Recalling → Executing</td><td>Recall and Reproduction:
Recall a fact, information, or procedure</td></tr>
<tr><td>Understanding:
Explain ideas or concepts; state a problem in one's own words</td><td rowspan="2">Comprehension:
Identification of the critical or defining attributes of knowledge

Integrating • Symbolizing</td><td rowspan="2">Skill/Concept:
Engages in mental process beyond habitual response using information or conceptual knowledge – requires two or more steps</td></tr>
<tr><td rowspan="2">Applying:
Use the information (concept) in a new way</td></tr>
<tr><td>Analyzing:
Distinguish between facts and inferences – separating into component parts</td><td>Analysis:
Reasoned extensions of knowledge and generation of new information not already processed

Matching • Classifying • Analyzing Errors • Generalizing • Specifying</td><td>Strategic Thinking:
Requires reasoning, developing plan, or a sequence of steps, some complexity, more than one possible answer, higher level of thinking than previous two levels.</td></tr>
<tr><td>Evaluating:
Justify a stand or decision; making judgments</td><td rowspan="2">Knowledge Utilization:
Application or use of knowledge to accomplish a specific task

Decision Making • Problem Solving • Experimenting • Investigating</td><td rowspan="2">Extended Thinking:
Requires investigation, complex reasoning, planning, developing, and thinking-probably over an extended period of time. Longer time period is not applicable factor if work is simply repetitive and/or does not require higher-order thinking.</td></tr>
<tr><td>Creating:
Construct a new product, point of view, or structure</td></tr>
</table>

Marzano's Taxonomy – Question Stems, Products, Terms and Phrases*

(Marzano, 2016) * Some terms are classified at more than one level depending upon their application.

Taxonomy Level	Mental Process	Terms and Phrases	Question Stems	Products
Retrieval: Involves recalling information from permanent memory	**Recognizing**	choose from true/false; determine if the following statements are true; identify from a list; match; recognize; select from a list	What is…? Where is…? How did ___ happen? Why did…? When did…? How would you show…? Who were the main…? Which one…? How is…? Can you recall…? Can you select…? Can you list three…? Who was…? When did ____ happen?	Definition Label List Description Quiz/Test Fact Worksheet/ Workbook Highlight
	Recalling	answer; answer who, what, where, when questions; define; describe; exemplify; label; list; memorize; name; recall; reproduce; state		
	Executing	add; apply; calculate; cite; collect; compile; complete; compute; conduct; decode; demonstrate; divide; draft; edit; employ; execute; gather; gauge; identify; implement; inform; locate; make; manipulate; measure; multiply; navigate; observe; perform; quantify; quote; read; recite; report; retell; show; solve; state; subtract; tabulate; use; write		
Comprehension: Requires identifying what is important and placing that information into categories	**Integrating**	answer; articulate; ask; big idea; capture; clarify; communicate; comprehend; contextualize; convey; delineate; describe how or why; describe parts of; describe the effects; describe the relationship between; elaborate; explain the ways in which; express; inform; make connections between; narrate; orient; paraphrase; present; question; recount; restate; summarize; translate; understand	How would you explain…? How would you describe…? How would you classify the type of…? How would you compare/contrast…? State or interpret _____ in your own words…? How will you rephrase this meaning…? What facts or ideas show…? What is the main idea of…? Which statements support…? Can you explain what is happening…? What is meant…? What can you say about…? Which is the best answer…? How would you summarize…?	Log/Journal/ Diary Entry Quiz/Test Graphic Organizer Recitation Show and Tell Summary Timeline Collection Explanation Mind Map Example List Label Outline
	Symbolizing	act out; chart; compose; conceptualize; construct; depict; diagram; draw; exhibit; graph; illustrate; imagine; map; model; outline; pretend; produce; record; represent; sequencing; show; symbolize; use models; visualize; write		

* Some terms are classified at more than one level depending upon their application.

Continued…

Taxonomy Level	Mental Process	Terms and Phrases	Question Stems	Products
Analysis: Involves reasoned extensions of knowledge and inferences to go beyond what was directly taught	**Matching**	associate; categorize; compare/contrast; connect; correlate; create an analogy or metaphor; detect; differentiate; discriminate; distinguish; examine similarities and differences; link; match; relate; sort	How would you use…? What examples can you find to…? How would you solve…? How would you organize and show…? Show your understanding of…? How would you apply what you learned to develop…? What questions would you ask in an interview with…? What other way would you plan to…? What would result if…? Make use of these facts to…? What elements would you choose to change…? What facts would you select to show…? What are the parts of features of…? How is related to…? Why do you think…? What is the theme…? What motive is there…? Can you list the parts…? What inference can you make…? What conclusions can you draw…? How would you classify…? How would you categorize…? Can you identify the parts…? What evidence can you find…? What is the relationship between…? Can you distinguish between…? What is the function of…? What ideas justify…?	Video/Podcast Report Essay Survey Spreadsheet Database Performance Outline Simulation Abstract Graph Demonstration Checklist Presentation Chart Interview Log/Journal/ Diary Entry Debate Media Review/ Critique Wiki Illustration
	Classifying	arrange; arrange by; classify; combine; deepen; file; group; identify a broader category; identify different types/ categories; improve; incorporate; integrate; introduce; order; organize; partition; rank; sort		
	Analyzing Errors	assess; check; clarify; critique; decompose; decontextualize; detect; diagnose; edit; evaluate; identify errors or problems; identify issues or misunderstandings; modify; reflect; revise		
	Generalizing	accomplish; achieve; apply; build; compose; compile; connect; create a principle; derive; develop; devise; draw conclusions; expand; form; generalization or rule; generalize; generate; infer; initiate; interpret; publish; trace the development of; what conclusions can be drawn; what inferences can be made		
	Specifying	conclude; confirm; critique; deduce; develop an argument for; judge; justify; make and defend; predict; qualify; specify; under what conditions; what would have to happen		

* Some terms are classified at more than one level depending upon their application.

Continued…

Taxonomy Level	Mental Process	Terms and Phrases	Question Stems	Products
Knowledge Utilization: Requires students to apply or use knowledge in specific situations	**Experimenting**	based on the explanation what can be predicted; claim; conjecture; consider; devise; experiment; explore; formulate; generate and test; how can this be explained; how would you determine if; how would you test that; hypothesize; inspect; invent; prove; simulate; test the idea that; verify; what would happen if	Do you agree with the actions…? With the outcome…? What is your opinion of…? How would you prove…? Disprove…? Can you assess the value or importance of…? Would it be better if…? Why did they (the character) choose…? What would you recommend…? How would you rate the…? What would you cite to defend your actions…? How could you determine…? What choice would you have made…? How would you prioritize…? What judgment would you make about…? Based on what you know, how would you explain…? What information would you use to support the view…? How would you justify…? What data was used to make the conclusion…? Why is it better that…? How would you compare the ideas? How would compare the people…? What changes would you make to solve…? How would you improve…? What would happen if…? Can you elaborate on the reason…? Can you propose an alternative…? Can you invent…? How would you test…? Can you formulate a theory for…? Can you predict the outcome if…? How would you estimate the results for…? What facts can you compile…? How would you adapt to create a different…? How could you change (modify) the plot (plan)…? What could be done to maximize (minimize)…? What way would you design…? What could be combined to improve (change)…? Suppose you could what would you do…? Can you construct a model that would change…? Can you think of an original way for the…?	Investigation Evaluation Community Ser- vice Project Debate Conclusion Video/Film/ Documentary Short Story Advertisement Plan Video/Board Game Panel Song Media Product Illustration Persuasive Speech Mobile App Research Report Verdict
	Investigating	argue; compose; construct an argument; debate; dissect argument; find out about; how and why did this happen; inquire; inspect; investigate; probe; prove; research; search; seek; study; take a position on; what are the differing features of; what would have happened if		
	Decision Making	choose alternatives; decide for or against; determine; establish a criteria for; generate; prioritize; question; reach your goal by; reason; recommend; select the best among the following alternatives; what is the best way; which among the following would be the best; which of these is most suitable; solutions for; establish a criteria for; take a position for		

	Problem Solving	adapt; adjust; audit; challenge; decipher; deduce; determine a way to; develop a strategy to; figure out a way to; generate; how will you reach your goal under these conditions; how would you overcome; inspect; invent; modify; overcome; predict; reason; recommend; resolve; simulate; solve; surmount; test; transform		

Bloom's Taxonomy Verb Chart

(University of Arkansas, 2018)

Remember	Understand	Apply	Analyze	Evaluate	Create
cite	add	acquire	analyze	appraise	abstract
define	approximate	adapt	audit	assess	animate
describe	articulate	allocate	blueprint	compare	arrange
draw	associate	alphabetize	breadboard	conclude	assemble
enumerate	characterize	apply	break down	contrast	budget
identify	clarify	ascertain	characterize	counsel	categorize
index	classify	assign	classify	criticize	code
indicate	compare	attain	compare	critique	combine
label	compute	avoid	confirm	defend	compile
list	contrast	back up	contrast	determine	compose
match	convert	calculate	correlate	discriminate	construct
meet	defend	capture	detect	estimate	cope
name	describe	change	diagnose	evaluate	correspond
outline	detail	classify	diagram	explain	create
point	differentiate	complete	differentiate	grade	cultivate
quote	discuss	compute	discriminate	hire	debug
read	distinguish	construct	dissect	interpret	depict
recall	elaborate	customize	distinguish	judge	design
recite	estimate	demonstrate	document	justify	develop
recognize	example	depreciate	ensure	measure	devise
record	explain	derive	examine	predict	dictate
repeat	express	determine	explain	prescribe	enhance
reproduce	extend	diminish	explore	rank	explain
review	extrapolate	discover	figure out	rate	facilitate
select	factor	draw	file	recommend	format
state	generalize	employ	group	release	formulate
study	give	examine	identify	select	generalize
tabulate	infer	exercise	illustrate	summarize	generate
trace	interact	explore	infer	support	handle
write	interpolate	expose	interrupt	test	import
	interpret	express	inventory	validate	improve
	observe	factor	investigate	verify	incorporate
	paraphrase	figure	layout		integrate
	predict	graph	manage		interface

Remember	Understand	Apply	Analyze	Evaluate	Create
	review	handle	maximize		join
	rewrite	illustrate	minimize		lecture
	subtract	interconvert	optimize		model
	summarize	investigate	order		modify
	translate	manipulate	outline		network
	visualize	modify	point out		organize
		operate	prioritize		outline
		personalize	proofread		overhaul
		plot	query		plan
		practice	relate		portray
		predict	select		prepare
		prepare	separate		prescribe
		price	subdivide		produce
		process	train		program
		produce	transform		rearrange
		project			reconstruct
		provide			relate
		relate			reorganize
		round off			revise
		sequence			rewrite
		show			specify
		simulate			summarize
		sketch			
		solve			
		subscribe			
		tabulate			
		transcribe			
		translate			
		use			

Webb's Depth of Knowledge (DOK) Verbs

(Marzano, 2016)

Recall and Reproduction	Skill/Concept	Strategic Thinking	Extended Thinking
arrange	apply	apprise	analyze
calculate	categorize	assess	apply concepts
define	determine cause and effect	cite evidence	compose
draw	classify	critique	connect
identify	collect and display	develop a logical argument	create
list	compare	differentiate	critique
label	distinguish	draw conclusions	defend
illustrate	estimate	explain phenomena in terms of concepts	design
match	graph	formulate	evaluate
measure	identify patterns	hypothesize	judge
memorize	infer	investigate	propose
quote	interpret	revise	prove
recognize	make observations	use concepts to solve non-routine problems	support
repeat	modify		synthesize
recall	organize		
recite	predict		
state	relate		
tabulate	sketch		
use	show		
tell who-what-when-where-why	solve		
	summarize		
	use context clues		

Learning Goal Verbs and Taxonomy References:

Francis, E. M. (2017, May 09). What exactly is depth of knowledge? (hint: it's not a wheel!). Retrieved September 27, 2018, from http://inservice.ascd.org/what-exactly-is-depth-of-knowledge-hint-its-not-a-wheel/

Learning Sciences International. (2016, February). Marzano taxonomy - question stems, products, terms, and phrases. Retrieved September 27, 2018, from http://wres.pasco.k12.fl.us/wp-content/uploads/wres/2016/02/Marzano-Taxonomy_Questions-Stems-Phrases-Products1.pdf

Marzano, R. J. (2009). *Designing & teaching learning goals & objectives*. Bloomington, IN: Marzano Research Laboratory.

Marzano, R. J. (2016, March 11). Participant notebook: Learning targets and scales. Retrieved September 27, 2018, from http://www.schenevuscsd.org/Downloads/Learning%20Targets%20and%20Scales%20particpants%20notebook.pdf

University of Arkansas. (2018, March 05). Bloom's taxonomy verb chart. Retrieved September 27, 2018, from https://tips.uark.edu/blooms-taxonomy-verb-chart/

Assessment Evidence

How will we know if they have learned?

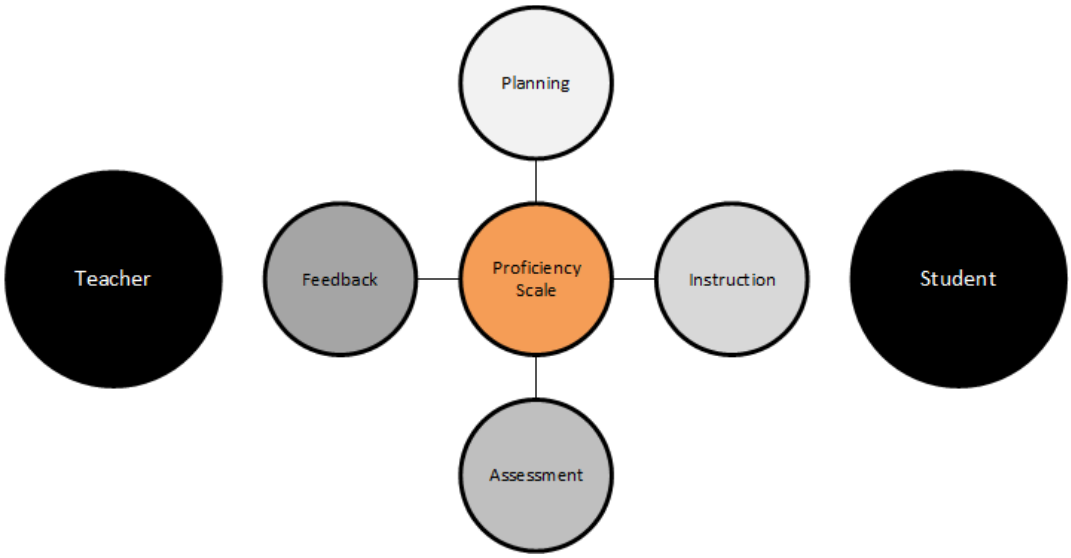
4. Plan and Design Summative Assessment Evidence from Learning Targets

Assessment of Student Learning

Proficiency scales provide the "…common language surrounding everything that happens in the classroom," (Heflebower, T., et al., 2019), thus becoming the backbone of assessment of student learning. Scales clearly articulate the learning targets identified in the priority standards and the learning progression to attain mastery of these targets.

Levels of Student Performance

We assess learner mastery of prioritized knowledge and skills utilizing proficiency scales to inform formative, common formative, and summative assessments. Proficiency scales are the centerpiece of communication about performance in the classroom (Heflebower, T., et al., 2019)



The following processes have been developed to assist teachers:

- Aligning Assessment to Proficiency Scales
- Assessment Technical Quality Guide
- Scoring Assessments

Assessment Definitions

See the assessment matrix for definitions, lists of assessments, and the assessments' purpose.

Formative Assessments

We define formative assessments as a process for collecting evidence of student growth toward mastery of the learning target. Examples of formative assessments include (Heflebower, T., et al., 2014):

- Obtrusive: require teachers to cease instruction in order to administer.
- Unobtrusive: occur without students' knowing they are being assessed.
- Student-generated: directly involve the students in the assessment process.

Teachers may report formative assessments as formative or summative grades.

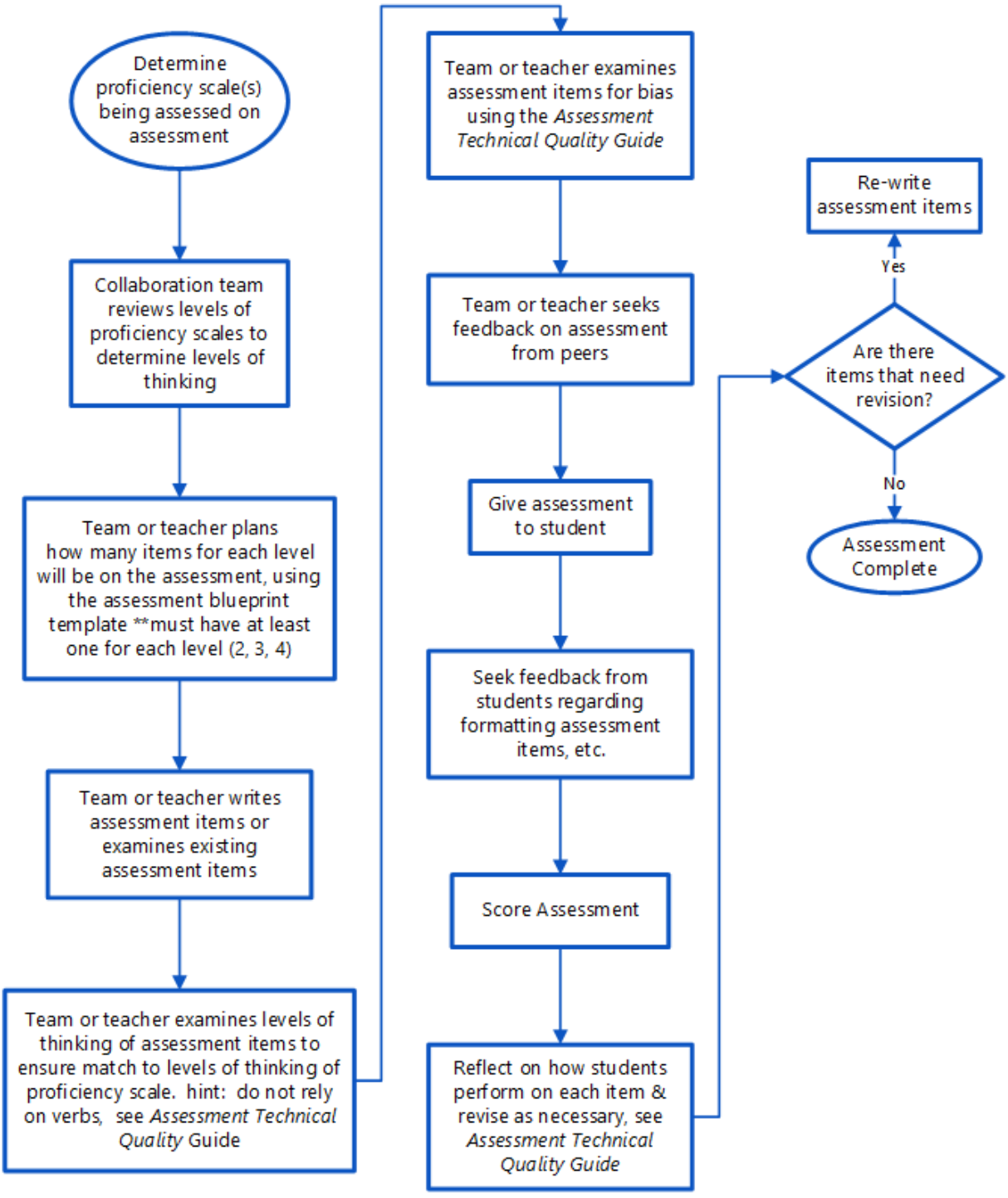
Common Assessments

Common formative assessment are interim assessments developed by collaborative teams. Teams use evidence of learning from common assessments to inform their individual and collective practice (DuFour, R., et al., 2016).

Summative Assessments

Summative assessments are defined as the standardized summative assessments used to measure progress for school or district accountability at the district, state, and federal level.

Aligning Standards and Scales



Assessment, Priority Standards, Scales Alignment Analysis

This analysis will help identify if our units of instruction are aligning to assessment blueprints and instruction is at the appropriate rigor. Use the data analysis reflection on the next page to take notes.

1. Decide on the blueprint you would like to analyze. Navigate to the assessment blueprints site and download the information.
    a. ACT: Navigate to the ACT technical manual (http://www.act.org/content/dam/act/unsecured/documents/ACT_Technical_Manual.pdf) and review the assessment blueprints found in chapter 3.
    b. WY-TOPP: Navigate to the WY-TOPP Assessment Blueprints and Rubrics site (https://edu.wyoming.gov/educators/state-assessment/blueprints/) and download the PDF.
    c. CTE: Navigate to the NOCTI assessment site (https://www.nocti.org/Blueprint.cfm) and download the appropriate PDF. Note: There are WY specific assessments for some areas (https://www.nocti.org/StateCustomized-WY.cfm).
2. Login to Atlas. Conduct a *Standards Analysis* (see section in this document). **Do the # of times standards are targeted align to the WY-TOPP blueprint?**
3. Choose a course that should be aligned to this blueprint. Login to Atlas. Conduct a *Multiple Category Report* (see third page) to see what standards are taught in this course. **Do they align to the WY-TOPP blueprint?**
4. Click the name of a unit in the *Multiple Category Report* you have open. Click on the proficiency scales for standards that are aligned the WY-TOPP blueprint. **Are they at the appropriate rigor? Do they identify accommodations?**

Data Analysis Reflection

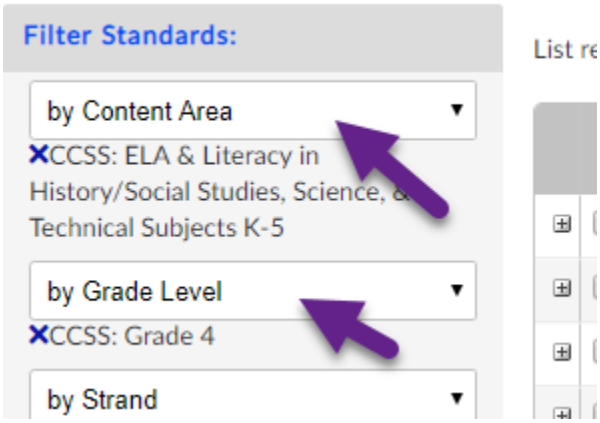
Strengths	**Challenges**
Implications	

**Suggested follow-up activities:

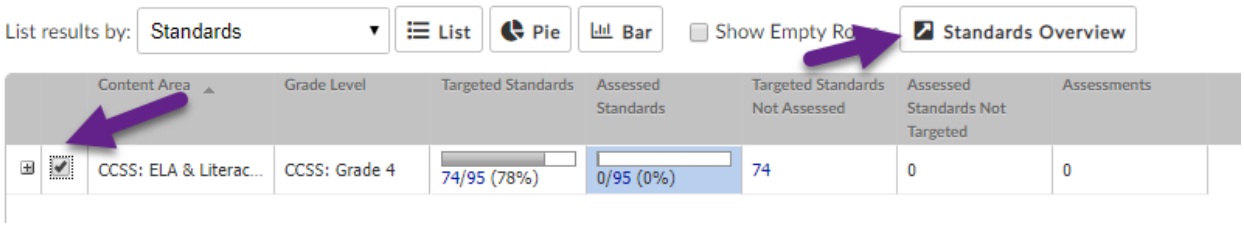
1. Investigate the assessment evidence. How will we know the students are learning? Are the assessments aligned to the expectations of WY-TOPP?
2. Investigate the instructional response. Are we using strategies that ensure *all* students reach proficiency?

Standards Analysis

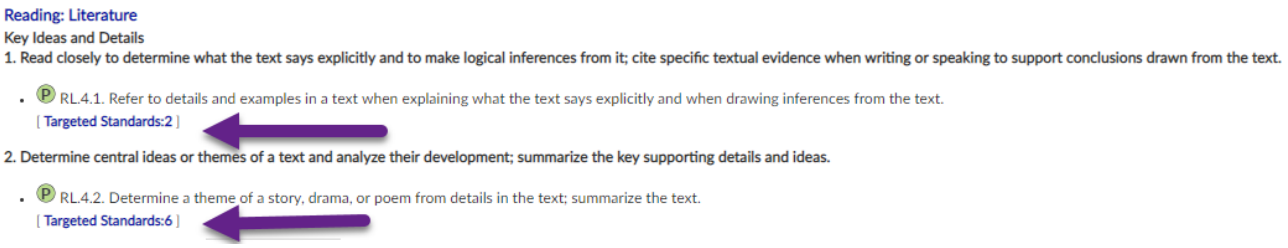
- Go to **Reports**
- Choose **Standards Analysis**
- Filter to match the WY-TOPP blueprint you chose:
    - Choose content area
    - Choose grade level
    - Click **Submit**



- Choose standards by checking the box, click Standards Overview button

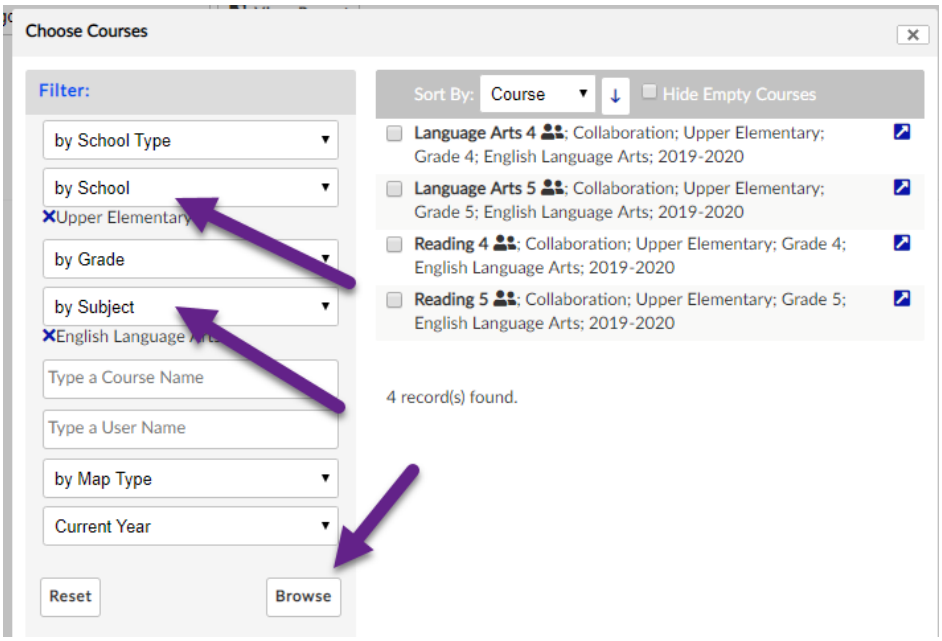


- The report lists all the standards and the number of times they are targeted. **Note: It is also worth noting the frequency of priority and supporting standards targets.

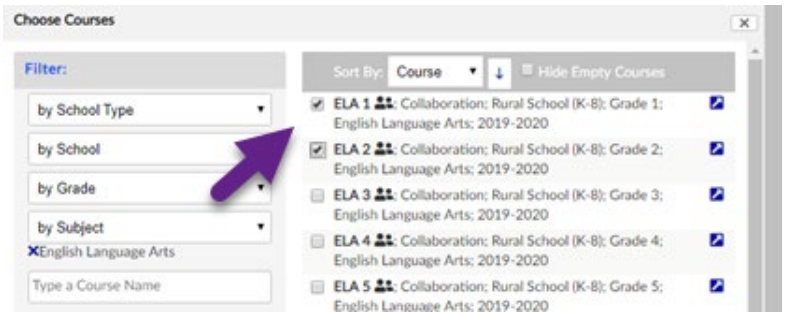


Multiple Category Report

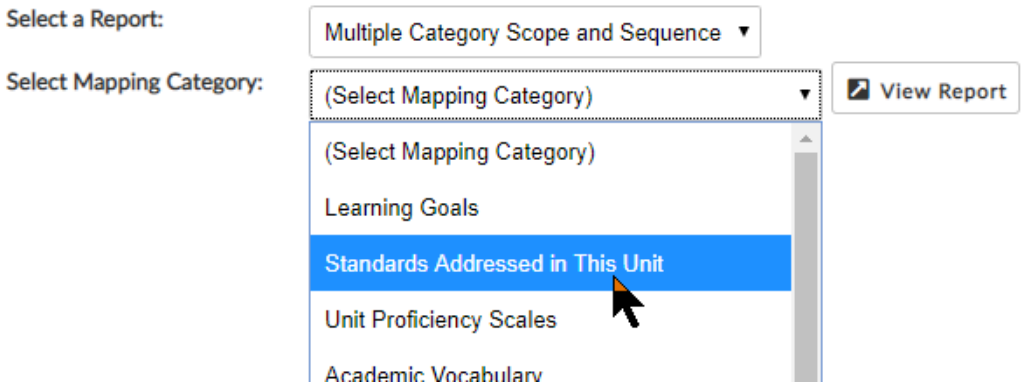
- Go to **Reports**
- Choose **Multiple Category Scope and Sequence**
- Filter by **school** and **subject**, then click **Browse** to narrow the course list



- Select courses by *checking the box* next to the course name, then click **Close**.



- Choose **Standards addressed in this unit** in the *Select mapping category(s)* dropbox, then click **View Report**



Using Scales with Learners

ACCOMMODATIONS:

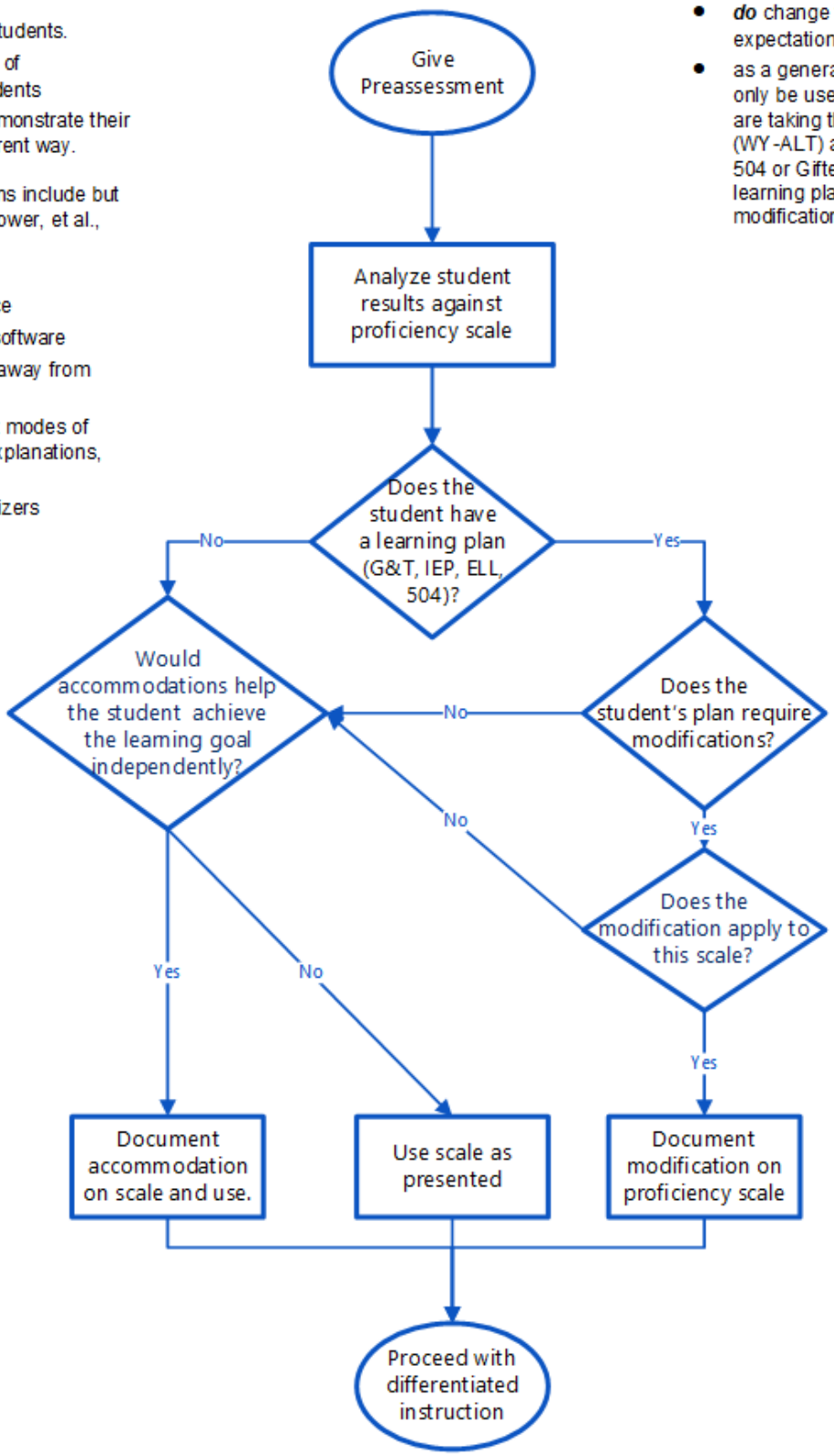
- provide supports to achieve grade-level expectations
- can be used for all students.
- ***do not*** change level of expectations for students
- allow students to demonstrate their proficiency in a different way.

Common accommodations include but are not limited to (Heflebower, et al., 2019):

- Offering more time
- Providing more space
- Using voice-to-text software
- Seating the student away from distractions
- Allowing for different modes of teaching (auditory explanations, pictures, and so on)
- Using graphic organizers
- Increasing font size

MODIFICATIONS:

- are utilized in rare circumstances
- ***do*** change the level of expectations for students
- as a general rule of thumb, will only be used with students who are taking the Wyoming alternative (WY-ALT) assessment, or have a 504 or Gifted and Talented learning plan that requires modifications



Grading & Reporting Levels of Student Performance

Student Performance

Proficiency scales provide the framework for providing students feedback about their attainments of knowledge and skills identified by the priority standards. Instruction in all grade levels and content areas are aligned to the district priority standards and proficiency scales. Students receive feedback through the use of varying types of formative (obtrusive, unobtrusive, and student-generated) and common formative assessments.

Student Information System

The primary source of collection of student performance data (grades) is our PowerSchool software. The data consists largely of formative and commons formative assessment data. Summative data is largely collected in the Wyoming Department of Education fusion site.

Grading

Grading is framed by the district grading guiding statements and purpose.

Grades must be:

- **Equitable**: gender, ethnicity, socioeconomic status, political attitudes, or other factors unrelated to student performance must not influence grades.
- **Informative**: grades must clearly communicate the performance that has taken place.
- **Accurate**: grades must clearly communicate achievement of intended learning outcomes, whether those are academic or behavioral.
- **Meaningful**: grades not only are an evaluation but also feedback. Students, parents, and teachers must understand the grade and also have specific information so they can use the teacher's feedback to improve student performance.
- **Timely**: students should receive a steady stream of feedback designed not merely to evaluate their performance but to improve performance on tests and assignments.

Purpose:

In Converse County School District #1, the primary purpose of reporting grades are to communicate information to parents about student achievement and performance in school and to allow students to evaluate their own achievement and performance.

Data Collection and Use

We utilize a comprehensive continuous improvement process. Benefits of approach are (Bernhardt, 2013, pp. 99-100):

- Everyone on staff sees all the data about the school/division and the impact of processes on results.
- When the data are broken into types, the amount of data each person reviews at a time is doable.
- Staff members get feedback on their analysis of the data as they synthesize what they saw in the data. Each person gets to see what others saw in the data and, collectively they can create a comprehensive analysis that tells the story of the school/division.
- Everyone on staff contributes to the whole staff analysis through the individual and small-group work. By the time the small groups merge their thinking, the entire group is coming to consensus on what

needs to be included in the continuous school improvement plan, some of which gets implemented immediately.

- In addition to setting up the continuous school improvement plan, this comprehensive data analysis provides information that will define the vision of the school/division (in support of purpose statements).

Through staff engagement that takes place with the identification of the strengths, challenges, and implications for the continuous improvement plan, the process facilitates staff understanding of the following:

- How the demographics have changed over time.
- Who the students/stakeholders are and what staff needs to learn about the students/stakeholders to help them.
- Current health of the organization and new ideas to make it healthier.
- Impact of philosophies and policies.
- How we are getting the results we are getting now.
- What staff members need to study, so new approaches to getting better results will be informed by data.
- If students are learning what teachers are teaching. Or, if the division work is getting the desired results in the most efficient manner.
- The importance of coherence.
- How to paint with a broad brush to know how to improve multiple areas at the same time.

Policies

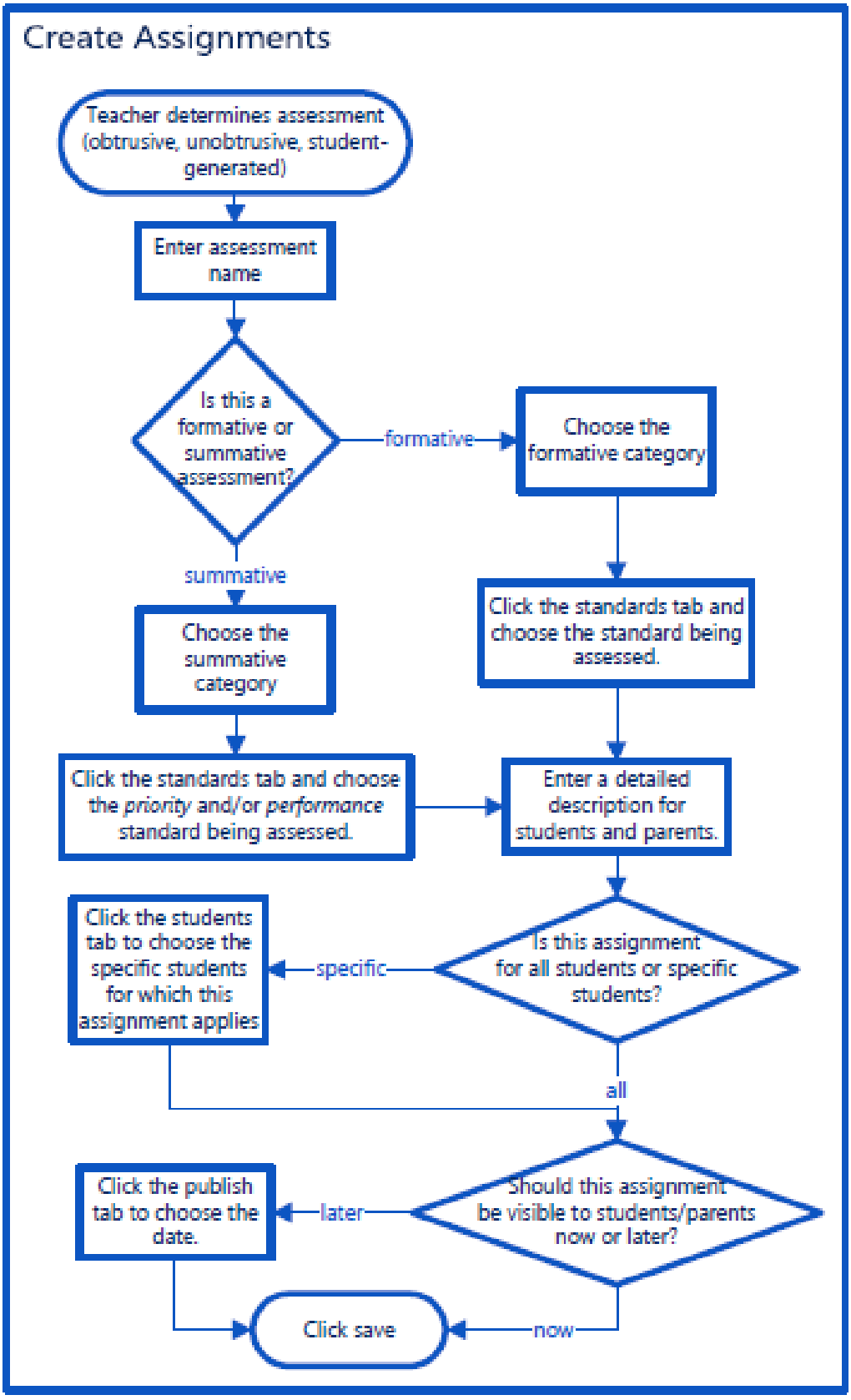
Graduation

Board policy IKF (meets or exceeds the minimum requirements established in Chapter 31, Sec. 4 (a).

High School Courses

The minimum passing grade for all high school courses incorporates proficient performance on all priority standards, as defined by the proficiency scales and documented in Atlas.

Entering Assignments & Standards Scores in the Gradebook



Gradebook Teacher Reminders

- The FINAL (as determined by date) score entered for a standard is the score that is reported on report cards.
- Teachers use two categories: formative & summative. All assignments must be tied to one of these categories.
    - *Summative:* The priority and/or performance standards attached to assignments assigned to this category are the assignments which count toward the standard final score. Do NOT tie supporting standards to summative assessments.
    - *Formative:* Represents assignments used for practice and feedback on knowledge and skills needed for proficiency on priority and/or performance standards.
- ONLY priority & performance standards will be attached to summative scores.
- If a formative score is assessing a supporting standard, and the highest possible score that can be attained is a 2, the following verbiage should be placed in the assignment description:

    This assessment provides evidence of background knowledge and skills necessary to achieve proficiency (3) on a priority or performance standard. The highest possible score that can be attained on this formative assessment is a two (2).
- Enter the grade MISS to indicate a missing assignment. MISS counts does not impact scores in grades K-8 and counts as a zero in grades 9-12.
- Click the help (question mark) button on the PowerTeacher Pro screen to see detailed instructions for PowerTeacher Pro features.

Standards Scores

Use the Standards Grades page to enter student scores for those standards. The Standards Grades page is useful for preparing for report cards. You can view standards grades for all students for a reporting term, and make any changes manually. To view standards scores for a specific student, click on the student's name to view the *Standards Scoresheet*

Use the Quick Menu to navigate to other pages in Grading.

1. On the menu bar, select Grading , and then select Standards
2. Click a standards grade field to open the *Score Inspector*
3. To view additional standard details, click *Show More*
4. Override grades, including the calculated standards final grade, as needed. A black triangle next to the grade indicates the grade field was manually changed. When changing a student's standards final grade, click *Preview Grades* to preview the effect of the changes on the student's final grade.
5. Click *Save*

Standards Assignment Scores

When entering assignment scores for standards, you can easily identify related standards by their gradient color. Standards within the same hierarchical structure appear as different shades of the same color. When the color changes (for example, from blue to orange), that signifies a different hierarchical standard.

Evaluate Standards Grades by Student

Tooltips are available to help you view the details of the standards you are evaluating.

1. Select *Standards Scoresheet* from the *Quick Menu*
2. Select the student's grade.
3. On the Score Inspector, click the graph button to show or hide the standards progress graph. The progress graph shows how the student performed on the standard over time.
4. Click *Show More* to display the *Student Standards Progress page*
5. Click the gear icon to select additional metrics to graph.

The *Professional Judgment Indicator* alerts you that a student's calculated grade might not align with their proficiency in the standard.

Use your professional judgment to evaluate whether or not the calculated score is a true indication of the student's level of mastery. For example, if the student was ill or had a bad test day, the last score may not be a true indicator of his skill level, so you could choose to ignore that score and change the calculated score.

Metrics

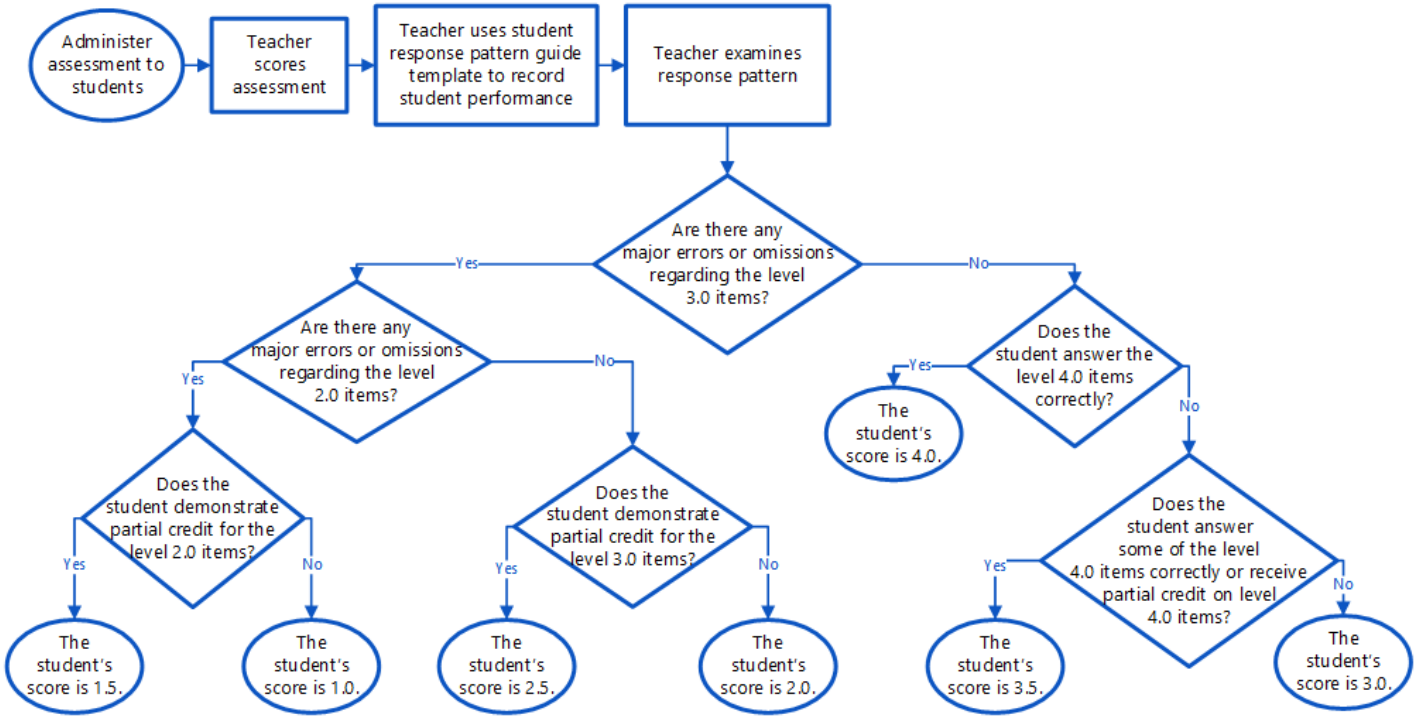
In the summary section, you can view metrics information for assignment scores and final grades.

- The mean is the mathematical average of the scores you entered.
- The median represents the middle of all values: one half of the scores will be above this number and one half will be below.
- The mode indicates the most common value.

All of these values are indicators of student performance. If any of these values are unexpectedly low, then students need additional practice on the skills and concepts being assessed, or the assessment needs to be revised. Select the gear icon on the Scoresheet to show or hide the metrics on the page.

5. Plan and Design Formative Assessment Evidence from Learning Goals

Scoring Assessments



6. Check Rigor and Relevance in Item Test Design

Assessment Technical Quality Guide

assessments used to continuously and accurately monitor student progress toward the learning target on the proficiency scale (Hoegh, J. K., 2015). Do not assess knowledge, skills, or performance that are not on the proficiency scales

1. Plan how many items you will need for each level of the scale. See the following example from a sample 7th grade math proficiency scale:

Ratios and unit rates

4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.
3.0	The student will "compute unit rates associated with ratios of fractions…measured in like or different units" (7.RP.1; NGA & CCSSO, 2010b, pg. 48)
2.0	The student will recognize or recall specific vocabulary such as: compute, fraction, like, ratio, unit, unit rage, unlike. The student will perform basic operations such as: decide whether two quantities are proportional in a relationship (7.RP.2a; NGA & CCSSO, 2010b, pg. 48)

This teacher decides on seven 2.0 vocabulary matching items, one 2.0 item for deciding whether two quantities are in a proportional relationship, three 3.0 items that ask students to compute unit rates, and one 4.0 item that uses the 3.0 concepts in a real-world situation. Here is the teacher's assessment blueprint:

Sample Math Assessment Blueprint

Scale Descriptor	2.0	3.0	4.0
The student will recognize or recall specific vocabulary such as: compute, fraction, like, ratio, unit, unit rage, unlike.	7 matching items		
The student will perform basic operations such as: decide whether two quantities are proportional in a relationship (7.RP.2a; NGA & CCSSO, 2010b, pg. 48)	1 short answer item		
The student will "compute unit rates associated with ratios of fractions…measured in like or different units"		3 short answer items	
In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example: the student will find the best deal on soda sold at the local market by comparing various unit rates and figuring various taxes when purchasing the soda in various counties and states.			1 extended response item

Use the following table to create an assessment blueprint for your assessment:

Assessment Blueprint

Scale Descriptor	2.0	3.0	4.0

2. Examine the levels of thinking on your proficiency scale. Examine assessment items to ensure levels of thinking for each item is aligned appropriately to the proficiency scale level. Hint: Levels of thinking are not denoted by specific verbs. For example:

Increasing Levels of Thinking Using a Single Verb

	Simple Cognitive Demand	Complex Cognitive Demand	More Complex Cognitive Demand
Describe	*Describe* three characteristics of metamorphic rocks.	*Describe* the difference between metamorphic and igneous rocks.	*Describe* a model that represents the relationships that exist within the rock cycle
Level of Thinking	Requires simple recall.	Requires cognitive processing to determine the difference in the two rock types.	Requires deep understanding of the rock cycle and a determination of how best to represent it.

3. Examine your assessment items for bias.

Bias Check

Bias Type	For Example
Poor directions	Directions should explicitly state what is expected, not rely on student interpretation of the correct response
Use of unfamiliar words	Directions that use unfamiliar terms (such as formulate or analyze) not used regularly in class can create bias.
Student experience away from school	A descriptive writing prompt that asks students to write about the state they live in may be difficult for students who just moved to that state
Discriminating or unfair subgroup representation	When test items favor eliminate certain ethnic names or example. For example, if a student is of Hispanic descent, yet only sees Anglo-American names
Content that may deemed controversial by students and/or their parents	Asking a question about gambling with dice when students or their parents object to gambling
Awkward formatting	If there is only a small amount of white space under a question, students limit their responses to fit within the space

4. Examine your assessment items for appropriate readability.

- If an assessment is measuring a student's ability to read or to demonstrate reading skills, then it should be at grade level. For example, an 8th grade reading assessment should have items written at the 8th grade readability level.
- However, if the assessment is measuring other skills, the readability can actually be below grade level. Guidance suggests up to two years below the grade level assigned is appropriate. For example, if a team wants to use an excerpt of text on a social studies assessment for 7th graders, it is appropriate to use text at the 6th grade readability level.

There are several options for checking readability:

- If the assessment item was created by a textbook or assessment publisher, there may be documents available on the company's website reporting the readability level of the items.
- Use the Flesh-Kincaid Readability Analysis found in Microsoft Word. When checking spelling and grammar, click on the Options button and check the box next to "Show readability statistics" in the window that opens. When Word finishes checking the spelling and grammar, it will display statistics about grade level and readability of the document.
- Consult with a grade level peer to review items.

5. Use the Assessment Review Checklist below to complete one final check.

Assessment Review Checklist

Review Criteria	Yes	No	Item #s Needing Revision	Comments
The assessment measures the knowledge and skills described in the standard.				
The assessment is free from bias.				
The assessment is written at the developmentally appropriate level and correct readability level.				
Assessment items follow guidelines and are clearly written.				
The Answer Key is accurate and matches the assessment.				
EVERY item has an answer. “Answers may vary” is typically not acceptable.				
A rubric or checklist is provided, if needed.				
Directions are present and are clear and concise.				
The “Materials Needed” list is accurate and complete.				

State Assessment Blueprints

Assessment blueprints and rubrics are available at: https://edu.wyoming.gov/for-district-leadership/state-assessment/blueprints/

State Assessment PLD’s

State assessment performance level descriptors are available at: https://edu.wyoming.gov/for-district-leadership/state-assessment/plds/

Performance Standards PLD’s

Wyoming Content and Performance Standards information and PLD’s are available at: https://edu.wyoming.gov/for-district-leadership/standards/

Instructional Response

What will we do if they don't learn? If they already know it?

7. Plan Instructional Response and Intervention/Extension

Using Scales to Drive Instruction

Teachers use proficiency scales to drive instruction. The process—Using Scales with Learners—provides a flow of how to use scales with all learners.

Accommodations & Modifications

As noted by Heflebower, et. Al (2019), The majority of students will have their instructional needs met with the general proficiency scale. However, some students may need supports to achieve grade-level expectations. These supports are known as *accommodations*…and can be used for all students. Accommodations ***do not*** change level of expectations for students. Accommodations simply allow students to demonstrate their proficiency in a different way.

Common accommodations include but are not limited to (Heflebower, et al., 2019):

- Offering more time
- Providing more space
- Using voice-to-text software
- Seating the student away from distractions
- Allowing for different modes of teaching (auditory explanations, pictures, and so on)
- Using graphic organizers
- Increasing font size

Modifications ***do*** change the level of expectations for students and are utilized in rare circumstances. As a general rule of thumb, modifications will only be used with students who are taking the Wyoming alternative (WY-ALT) assessment, or have a 504 or Gifted and Talented learning plan that requires modifications.

Using Scales with Exceptional Learners

Converse County School District #1 will follow the model outlined in *A school leader's guide to standards-based grading* (Heflebower, T., Hoegh, J. K., & Warrick, P., 2014, pp. 75-79).

> Accommodations are changes to how information is presented, how students are asked to respond, where instruction takes place, and the timing or scheduling of instruction. Accommodations do not change the level of proficiency. Students who receive accommodations are still expected to achieve the same levels of proficiency as students without accommodations. Accommodations simply allow students to demonstrate their learning in the ways that work best for them. They do not result in lower or higher expectations and do not require a different grading system. It is important for teachers to document accommodations for specific students on the right side of a proficiency scale. Tables 5.2 (page 76), 5.3 (page 77), and 5.4 (page 79) illustrate how accommodations look on proficiency scales for students with disabilities, EL students, and gifted students, respectively.

Accommodations for Students with Disabilities

Students with disabilities normally receive accommodations during the instructional process on an as-needed basis. When this is the case, the scale should be adjusted to document the accommodations. The appropriate educators (for example, the classroom teacher, special education teacher, or multidisciplinary team) should collaborate to ensure that the example activities listed on the scale reflect the accommodations and supports the student typically receives during instruction. It is important to remember that these students are aiming for the same score 3.0 level as all general education students.

Scales that include accommodations are developed on a student-by-student basis, similar to an Individualized Education Program (IEP). Common examples of these accommodations include providing auditory supports (taped reading) or voice-to-text software; providing repetition and checks for clarity on a regular basis; seating the learner away from distractions; providing ongoing, specific feedback; allowing the learner to demonstrate understanding in a different mode (auditory versus written); providing additional time when necessary; providing a graphic organizer; and increasing the font size of printed text.

Educators should adjust the example activities in the right column of the scale to reflect the accommodations provided. The left side of table 5.2 is identical to the general education proficiency scale from table 5.1. However, the right side of the scale is personalized for a specific student with disabilities (accommodations are indicated in bold). It is important to note that the learning expectations for this student are the same as for the general education student.

Table 5.2: Grade 7 ELA Scale With Accommodations for Students With Disabilities

Prioritized standard: The student will apply knowledge of organizational patterns found in informational text.		
4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	When the teacher provides the student with a folder containing an informational text (**of no more than four paragraphs**) cut into paragraphs, the student reads (**or listens to**) and organizes the text. The student then identifies (**from a list of possible structures**) the structure used by the author (for example, main idea with supporting detail, sequence, compare and contrast, fact and opinion) and cites specific examples within the text that are characteristic of the identified organizational structure. The student writes **or dictates** an original text that incorporates a self-selected organizational structure.
3.0	The student will apply knowledge of organizational patterns found in informational text, such as: Sequence Cause and effect Compare and contrast Fact and opinion Description Proposition and support	When the teacher provides the student with a folder containing an informational text (**of no more than three paragraphs**) cut into paragraphs, the student reads (**or listens to**) and organizes the text, then identifies (**from a list of possible structures**) the structure used by the author (for example, main idea with supporting detail, sequence, compare and contrast, fact and opinion). The student classifies short selections of text using a graphic organizer; **texts may be read to the student**
2.0	The student will: Sequence three or more events in informational text Identify the cause and effect presented in a given text Recognize or recall specific vocabulary, such as *sequence, cause, effect, compare, contrast, proposition, and support*	The student reads **or listens to** a text and highlights signal words within the text that indicate the structure of the text (for example, *first, second*, and *third* signal chronology; *because* and *as a result of* signal cause and effect; *above, beneath*, and *beside* signal description). The student identifies **three types of texts (for example, biography, article, or story)** and the organizational patterns usually associated with those types of texts. The student **matches terms** associated with organizational patterns **from a word bank to provided definitions.**

Accommodations for English Learners

Like those for students with disabilities, accommodations provided to EL students should be documented on students' individual proficiency scales. Common examples of these accommodations include showing examples of a completed assignment to model the correct format; writing assignments and directions on the board in both print and cursive; providing the bilingual assistant or interpreter to explain concepts in the students' primary language; providing manipulatives to help students complete certain tasks; rewriting story problems using short sentences, pictures, and illustrations to support understanding; teaching related vocabulary and using pictures, visuals, and multimedia; providing reading materials at the instructional level of the student; providing audio recordings for the learner; providing adequate background information for the learner; and teaching reading strategies that enable ELs to predict, connect, question, and visualize a story.

As with students with disabilities, educators adjust only the right column of the proficiency scale to reflect the accommodations being provided; it is personalized to meet the EL student's specific instructional needs. Once again, the learning expectations are the same for EL students and general education students, the EL students have different ways to demonstrate their competence. Table 5.3 shows an example of the general education scale from table 5.1 (page 74) with accommodations for EL students (indicated in bold).

Table 5.3: Grade 7 ELA scale With Accommodations for EL Students

Prioritized standard: The student will apply knowledge of organizational patterns found in informational text.		
4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	When the teacher provides the student with a folder containing an informational text (**of no more than four paragraphs**) cut into paragraphs, **and the text is read to the student or translated into the student's native language,** the student reads and organizes the text. The student then identifies the structure used by the author (for example, main idea with supporting detail, sequence, compare and contrast, fact and opinion) and cites specific examples within the text that are characteristic of the identified organizational structure. The student writes an original text **in his or her native language** that incorporates a self-selected structure.
3.0	The student will apply knowledge of organizational patterns found in informational text, such as: Sequence Cause and effect Compare and contrast Fact and opinion Description Proposition and support	When the teacher provides the student with a folder containing an informational text (**of no more than three paragraphs**) cut into paragraphs, **and the text is read to the student or translated into the student's native language,** the student organizes the text and identifies the structure used by the author (for example, main idea with supporting detail, sequence, compare and contrast, fact and opinion). The student classifies short selections of text **in his or her native language** using a graphic organizer; **the student may use a word-to-word dictionary, or texts may be read to the student.**
2.0	The student will: Sequence three or more events in informational text Identify the cause and effect presented in a given text Identify what is being compared and contrasted in a given text Recognize or recall specific vocabulary, such as sequence, cause, effect, compare, contrast, proposition, and support	**In his or her native language,** the student reads **or listens to** a text and highlights signal words within the text that indicate the structure of the text (for example*, first, second* and *third* signal chronology; *because* and *as a result of* signal cause and effect; *above, beneath*, and *beside* signal description). **With the support of a translator,** the student identifies different types of text and the type of organizational pattern often associated with the type of text (for example, biography often uses a sequence of events; editorials are often proposition and support). The student **matches** terms associated with organizational patterns **from a word bank to provided definitions (presented pictorially or in the student's native language).**

Accommodations for Gifted Learners

Like student with disabilities and EL students, gifted learners also require accommodations that should be documented on individual proficiency scales, as many may attain goals sooner than general education students. Accommodation activities for gifted learners include grouping them with other gifted students or higher-level learners; adjusting instruction to include advanced processes, products, and assessments; using thematic, project-based, and problem-based instruction to connect learning across the curriculum; allowing students to choose how to approach a problem or assignment; providing students the opportunity to design their own learning opportunities in areas of strength, interest, and passion; inviting students to explore different points of view on a topic of study and compare them; providing learning centers where students are in charge of their learning; asking students higher-level questions that foster critical thinking; requiring students to consider causes, experiences, and facts to draw a conclusion or make connections to other areas of learning; and employing a strategy wherein gifted students are allowed to demonstrate mastery of a concept right away rather than engaging in unnecessary skill practice. Teachers should also refrain from grouping gifted students with lower-level students for remediation purposes and from asking gifted learners to simply complete more work than other students.

Gifted students work toward the same prioritized standard as general education students, but the teacher personalizes the right column of each gifted student's scale by adjusting the description of the activity or raising the level of independence needed to perform tasks. Regardless of the methodology used to generate the activities, it is important to remember that the expectations (prioritized standards) are the same for all students. Table 5.4 shows a version of the general education proficiency scale from table 5.1 (page 74) that includes accommodations for gifted learners (indicated in bold).

Table 5.4: Grade 7 ELA Scale With Accommodations for Gifted Learners

Prioritized standard: The student will apply knowledge of organizational patterns found in informational text.		
4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	When the teacher provides the student with a text, **the student reads it, identifies the structure** used by the author (for example, main idea with supporting detail, sequence, compare and contrast, fact and opinion), and cites specific examples within the text that are characteristic of the identified organizational structure. **The student then discusses the pros and cons of the author's use of that structure.** The student writes an original text that incorporates a self-selected organizational structure **and explains why the self-selected structure is effective.** **The student creates a student-generated task that demonstrates his or her understanding of organizational patterns found in informational texts.**
3.0	The student will apply knowledge of organizational patterns found in informational text, such as: Sequence Cause and effect Compare and contrast Fact and opinion Description Proposition and support	**The student rewrites a teacher-provided text using a different organizational structure. For example, when the teacher provides the student with an informational text that has a sequential structure, the student reads the text and rewrites it so the organizational structure is descriptive.** **When given a text, the student identifies the structure used by the author and suggests another organizational pattern that the author could have used to share the same information.**
2.0	The student will: Sequence three or more events in informational text Identify the cause and effect presented in a given text Identify what is being compared and contrasted in a given text Recognize or recall specific vocabulary, such as *sequence, cause, effect, compare, contrast*, *proposition*, and *support*	The student reads a text **and explains why certain words signal certain structures** (for example, *first, second*, and *third* signal chronology; *because* and *as a result of* signal *cause* and *effect; above, beneath* and *beside* signal description). **The student writs a specific type of text (for example, a biography, article, or story), uses the organization pattern often associated with that type of text, and explains how it helped him or her organize the writing.** The student **lists and** defines specific terms associated with organizational patterns.

The Highly Effective Teaching & Learning

Instructional Framework

Our expectations for highly effective teaching and learning is defined in our instructional framework (https://www.ccsd1.org/teaching_learning/frameworks).

Instructional Cycle

The instructional cycle clearly defines the teaching and learning flow for Converse County School District #1 students. This cycle links instruction, assessment, and interventions for all learners.

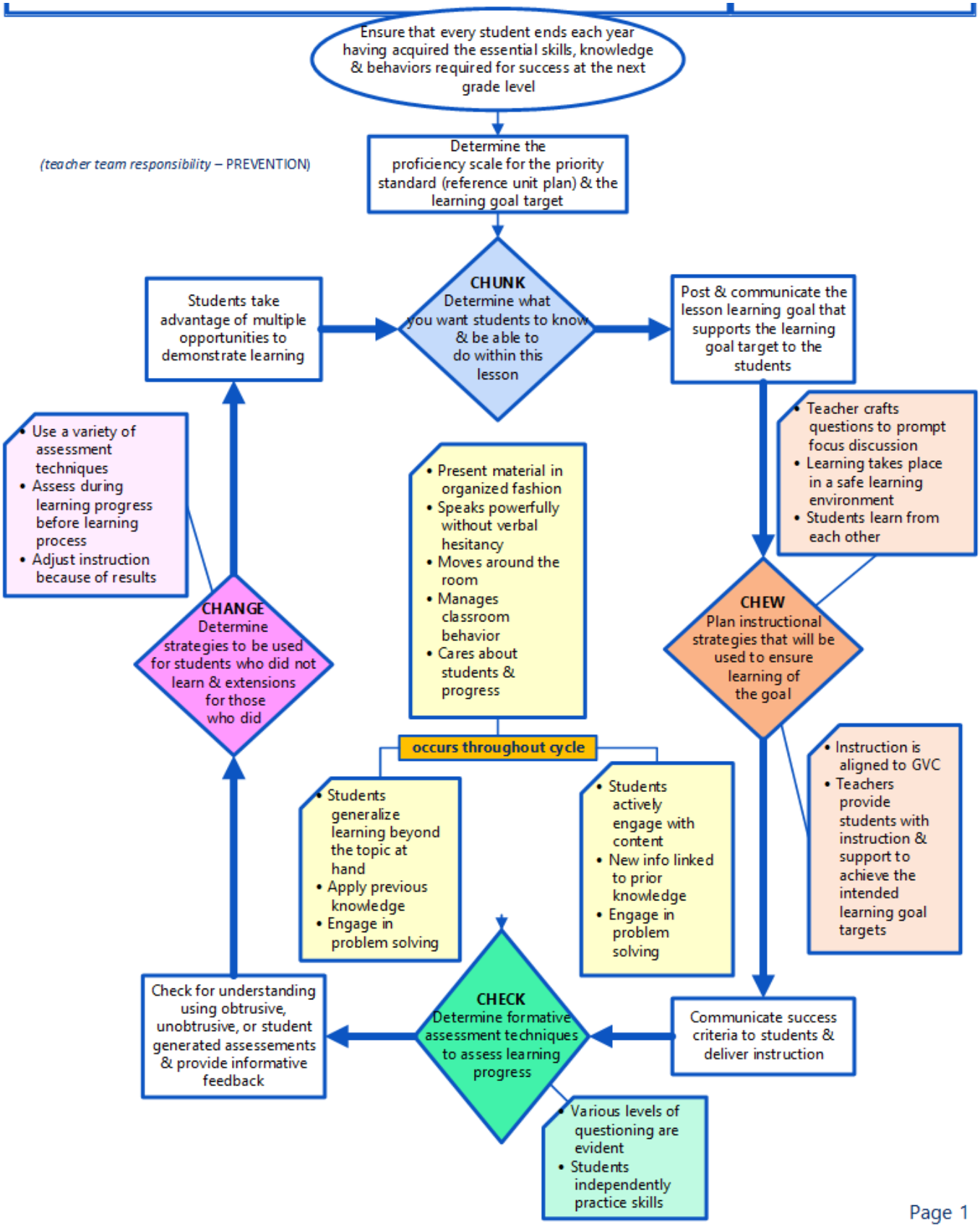
Consistency in the Curriculum

Consistency in the GVC is ensured through the curriculum mapping process housed in the Atlas software. The GVC map template is used by all collaborative teams to define all courses K-12.

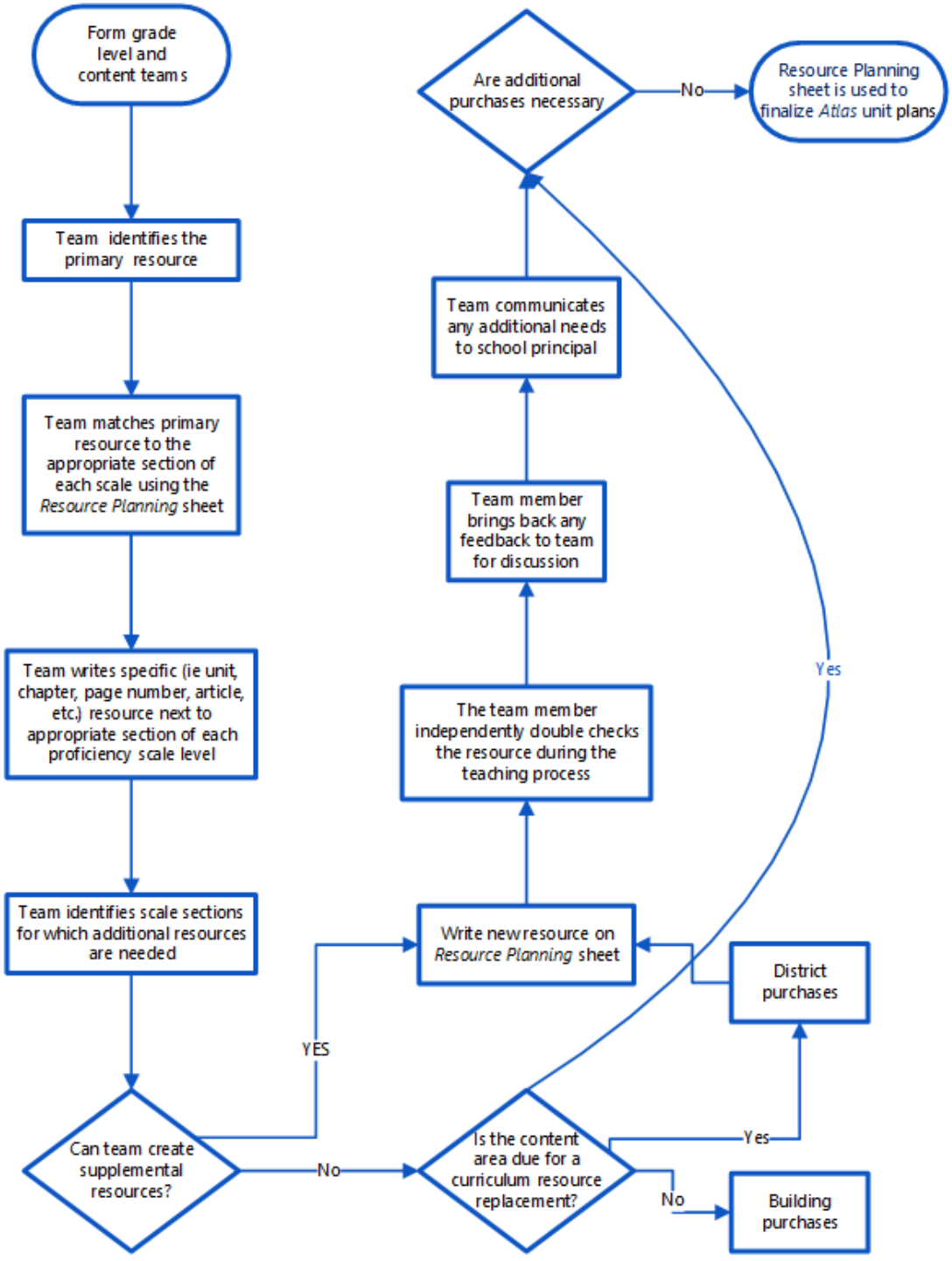
The mapping structure ensures collaborative teams work together to ensure course content and instruction provides clear evidence of our students' learning experiences. The maps detail:

- **Purpose and beliefs** (of our collaborative teams)
- **Define Leanring** (What do we want to our students to know and be able to do?)
- **Assessment Evidence** (How will we ensure they are given equitable opportunity to learn?)
- **Instructional Response** (What will we know if they learned? What will we do if they don't learn? What will we do if they already know it?)

Tier 1 Instructional Flow



Aligning Resources to Standards and Scales



Resource Planning Sheet

"Aligning resources, assignments, and assessments to the prioritized standards and proficiency scales allows teachers to identify areas where resources may need to move from one grade level to another or where additional resources may be needed. It also helps teachers identify activities or assignments that do not relate to any of the prioritized standards." (Heflebower, T., et al., 2014).

For example:

	Scale 1	Scale 2	Scale 3	Scale 4
Scale Name	Slope, distance, and equation of a line	Function evaluation	Reasonable graph or graphic representation	Graphing Equations
Chapter or Resource	Chapter 1 (pages 38-45)	Chapter 2 Pages 46-51	Chapter 4 (pages 63-78)	Chapter 5 (pages 82-100)
Score 4.0	Pages 43-45	Page 51	Pages 77-78	Pages 97-100
Score 3.0	Pages 40-42	Pages 48-50	Pages 65-76	Pages 86-96
Score 2.0	Pages 38-39	Pages 46-47	Pages 63-64	Page 82-85

Heflebower, T., Hoegh, J. K., & Warrick, P. (2014). *A school leader's guide to standards-based grading*. Bloomington, IN: Marzano Research.

	Scale 1	Scale 2	Scale 3	Scale 4
Scale Name				
Chapter or Resource				
Score 4.0				
Score 3.0				
Score 2.0				

Collective Efficacy & Shared Responsibility

Collective efficacy and shared responsibility is ensured through the guaranteed and viable curriculum system.

The guaranteed and viable curriculum (GVC) answers the first fundamental professional learning community (PLC) question—what do we want our students to learn (Dufour, DuFour, Eaker, Many, & Mattos, 2016). The GVC ensures that each student has access to the same content, knowledge, and skills in all classrooms and that the content can be taught in the time allowed (Marzano, 2003).

In the GVC, every student is provided the opportunity to learn a core guaranteed curriculum, which provides him or her with the probability of success in school. Schools make sure that the necessary time is available and protected so students will be able to learn the guaranteed curriculum.

Having a GVC does not mean that teachers must teach the same thing, in the same way, on the same day (Dufour et al., 2016). Teachers use their professional judgement to determine the best instructional methods and resources to ensure the students reach proficiency on the established priority standards.

It does mean that teachers that will collaborate with their colleagues, through the PLC process, to:

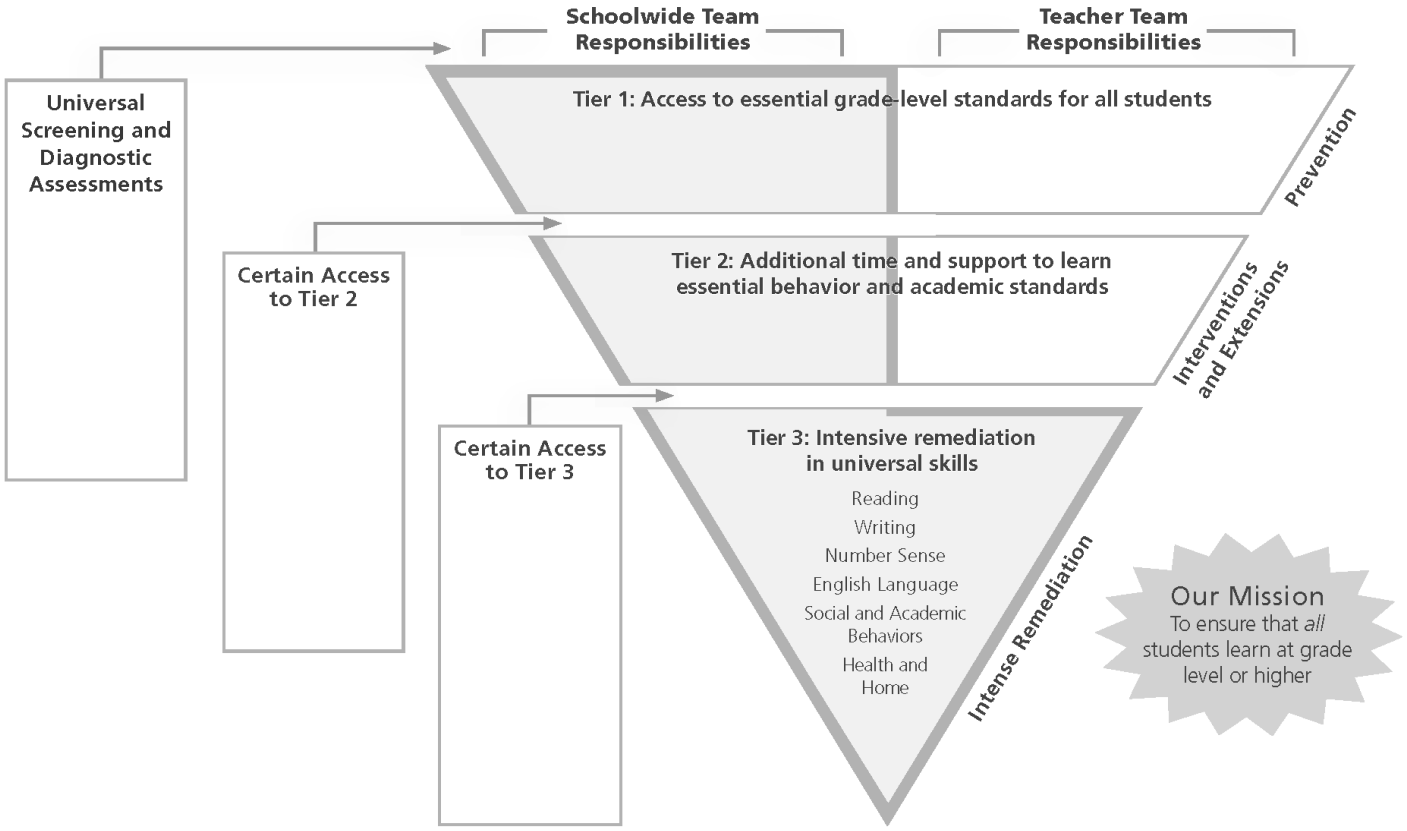
- determine the priority standards taught in a window of time;
- clarify how the curriculum translates into student knowledge and skills (Dufour et al., 2016);
- ensure that every student acquires the knowledge and skills the team has agreed are most essential—as denoted by the priority standards and proficiency scales;
- utilize their collective expertise to determine effective instructional strategies and remediation and extension opportunities;
- utilize the district curriculum mapping software to track the units of study, timeframes, priority standards, proficiency scales, and instructional best practices;
- commit to one another that they will, in fact, teach the agreed-upon GVC (Dufour & Marzano, 2012, p. 91).

The district employs a multi-tiered system of interventions to ensure all students learn at high levels. Our RTI framework is grounded in the following non-negotiables:

- We will develop a culture that ensures all student achieve excellence and personal growth.
- At a minimum, all students will be taught grade level standards.
- We will use the *Taking action: A handbook for RTI at Work* (2018) as our framework.
- The RTI process is wrapped in our PLC framework and framed by our guaranteed and viable curriculum.
- All interventions will be documented in the designated district software.

The RTI at Work pyramid (Mattos, M., et al., 2018, pp. 18) visualizes the tiers of support we utilize to ensure:

- All students are proficient or advanced in grade level and content area priority standards.
- All students are proficient in mindsets and behaviors that prepare them to achieve excellence.



Our focus on ensuring all students have access to essential grade-level standards is grounded in our Tier 1 Instructional Process.

8. Get Students Invested

Engaging Students in the Learning

Highly effective instructional strategies engage students in the content. Utilize the strategies outlined in our Instructional Playbook.

9. Plan Intervention Response

The MTSS Process

A multi-tiered system of supports, or MTSS, is a framework that focuses on system-level change and continuous improvement across the classroom, school, and district to provide each student with opportunities to maximize academic achievement and develop skills for success. Plan your intervention response using the MTSS, Literacy, and Math frameworks (https://www.ccsd1.org/teaching_learning/frameworks).

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