Collaborative Team Protocol:
Teaching-Assessing Cycle

School:		Team:	
Unit:		Subject:	

BEFORE THE UNIT

Pre-Unit Planning Determine, review, and/or reaffirm what will be taught in the unit.	
What are the essential standards for this unit of study?	
What are the learning targets for this unit of study associated with our essential standards?	
What other learning targets are taught in this unit (non-essentials)?	
What prerequisite skills do students need to be successful in this unit? (consider identifying students who may need support)	
What vocabulary do students need to be successful in this unit?	

End of Unit Assessment Design Design an end-of-unit assessment or analyze a current assessment to ensure that it will properly assess key learning and will report out by target/standard.		
Learning Target (What is the target/standard)	Best Assessment Method (How will it be assessed?)	Determination of Proficiency (How will we know if they are proficient?)
What identifies a student in need of extension/enrichment for this unit of study?		

When will this assessment be delivered commonly as a team (pacing should allow for some re-teaching time)?	

Interim Assessment Design
As appropriate, smaller assessments can/should be used throughout the unit of study to inform instruction and student support. This should likely target 1-2 standards or targets.

Learning Target (What is the target/standard)	Best Assessment Method (How will it be assessed?)	Determination of Proficiency (How will we know if they are proficient?)	When will this be delivered?

Learning Plan
Each teacher can determine their appropriate learning plan provided it utilizes identified high-leverage practices and adopted frameworks. Plans should have flexibility to be able to respond to student needs based on assessment results (re-teaching days).

Notes on learning plans:

DURING THE UNIT

Assessment Analysis (Interim Assessment #1)
This protocol can be used for interim and/or end of unit assessments.

Assessment data should be available for the whole team to review and analyze (reported on a spreadsheet, etc…). Student work should also be brought to analyze.

Learning Target (What is the target/standard)	Students Not Proficient	How will we serve students not proficient? (Note that reteaching/extension days in your unit pacing is a great way to address needs that arise on formative assessments as a part of tier I supports)

END OF UNIT

Assessment Analysis (End-of-Unit Assessment) This protocol can be used for interim and/or end of unit assessments. Assessment data should be available for the whole team to review and analyze (reported on a spreadsheet, etc…). Student work should also be brought to analyze.		
Learning Target (What is the target/standard)	**Students Not Proficient**	**How will we serve students not proficient?**
Extension/Enrichment		
What identifies a student in need of extension/enrichment for this unit of study? (From Above)	Who are the students that should be considered for extension/enrichment?	How will we serve students who are in need of extension/enrichment?
Reflection		
What do the results say about our teaching?	What did we learn about our practices as a result of this assessment?	What will we do differently in the next unit? Next year?