Beaver Dam Unified School District

Collaborative Team Protocol: Teaching-Assessing Cycle

School:	PV	Team:	3rd
Unit:	Module 1 What a Character!	Subject:	ELA

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?	3.RF.3c 3.RF.4 (a,b,c) 3.RI.10 3.RL.1 3.RL.3 3.RL.4 3.RL.6 3.RL.10 3.W.2a (not assessed)
What are the learning targets for this unit of study associated with our essential standards?	3.RL.3 I can explain how the characters' actions affect the events of the story? I can describe the characters' motivations (why they did what they did) with the story? 3.RL.6 I can compare and contrast the author's point of view and my point of view with evidence. I can explain the author's point of view about the story using evidence.
What other learning targets are taught in this unit (non-essentials)?	3.RL.2, 3.RL.5, 3.RL.9, 3.W.3, 3.W.4, 3.W.5, 3.W.7, 3.W.10
What prerequisite skills do students need to be successful in this unit? (consider identifying students who may need support)	3.RL.3 I can describe the characters' traits within the story. I can describe the characters' feelings within the story. I can identify the minor characters in the story. I can identify the major/main characters in the story. I can retell the story using beginning, middle, and end. 3.RL.6 I can identify the author's point of view about the story. I can explain my point of view about the story with evidence. I can explain who is telling the story with evidence from the text. I can tell whether the story is told from the first person or third person point of view.

What vocabulary do students need to be successful in this unit?	individuality, unique, feature, personality, clash, winking, suggest, scrunches, mushy, usual, bilingual, mismatched, moody, pesky, snarled, illustrate, annual, protested, recited, venturing, predictable, emergency, consult, distract, drastic

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?)
3.RL.3	Week 2 Quiz #1, 5	2 out 3
3.RL.6	Week 3 Quiz # 2	1 of 1

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?
3.RL.3	Page 17, Number 3 (Know It, Show It)	Correct	In Week 2 of Module 1 (Week of 9/19)
3.RL.6	POV Question about GR book (example: Who is the narrator?; Is it written in the first- or third-person point of view?)	Correct	In Week 2 of Module 1 (Week of 9/19)

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)
3.RL.3 How does Judy help solve a problem for Stink?	Moran: [redacted] Ackley: [redacted] Bolder: [redacted]	
3.RL.6	Bolder: [redacted] Ackley: [redacted] Moran: Who is the narrator in *Marisol McDonald Doesn't Match*? [redacted]	Bolder: Quotation marks, reading through Ackley: [redacted]- who is the character vs who is telling the story [redacted]- pull in a group and reteach POV Nate: Reteach skill with [redacted]

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?
3.RL.3	Week 2 Quiz #1,5: Bolder: [redacted] Ackley: [redacted] Moran: [redacted]	-Model showing evidence for short answer
3.RL.6	Moran: [redacted] Ackley: [redacted] Bolder: [redacted]	[redacted] - perhaps use separate setting/small group for testing [redacted] - will work with Hankes in a small-group setting [redacted] - shorter passages/repeated readings at comprehension level Reinforce with GR books.
Extension/Enrichment		
What identifies a student in need of extension/enrichment for this unit of study?	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?

Beaver Dam Unified School District

Collaborative Team Protocol: Teaching-Assessing Cycle

School:	Prairie View	Team:	2nd Grade
Unit:	1	Subject:	Math

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?

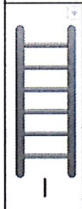
OA.B.2
Fluently add and subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers.

OA.A.1
Use addition and subtraction within 100 to solve **one-** and **two-step** word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.1

What are the learning targets for this unit of study associated with our essential standards?

OA.A.1 - Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

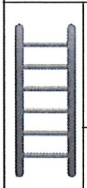
One-Step



3	**Learning Target 4:** I can write an equation with a symbol for the unknown to represent a one-step story problem.
	Learning Target 3: I can solve one-step story problems.
2	**Learning Target 2:** I can represent a one-step problem using pictures, open number lines, and abstract diagrams.
1	**Learning Target 1:** I can fluently add and subtract within 100.

OA.A.1 - Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

Two-Step



3	**Learning Target 4:** I can write an equation/equations with a symbol for the unknown to represent a two-step story problem.
	Learning Target 3: I can solve two-step story problems.
2	**Learning Target 2:** I can represent a two-step problem using pictures, open number lines, and abstract diagrams.
1	**Learning Target 1:** I can solve one-step story problems.

	OA.B.2 - Fluently add and subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers.  3 — **Learning Target 6:** I can use mental strategies to subtract through 20. **Learning Target 5:** I can use mental strategies to add facts through 20. 2 — **Learning Target 4:** I can use the relationship of addition and subtraction through fact families to solve problems. **Learning Target 3:** I can fluently add and subtract within 10. **Learning Target 2:** I can create combinations of 10 and doubles. 1 — **Learning Target 1:** I can identify numbers 0-20.
What other learning targets are taught in this unit (non-essentials)?	MD.D.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.
What prerequisite skills do students need to be successful in this unit? (consider identifying students who may need support)	Count on to add and subtract, use fact families to add and subtract, make a ten to add and subtract, solve a one step word problem, draw and find information from pictures and bar graphs, use addition and subtraction to solve a problem with more than 1 step
What vocabulary do students need to be successful in this unit?	Add, Addend, equation, sum, unknown number, difference, fact family, subtract, equal sign

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?)
OA.B.2	End of unit test- problems 1, 7, 9, 11, 12	Students can add and subtract fluently
OA.A.1 (1 step)	End of unit test- problem 3, 6	Students will show a number model/equation with a strategy. They will solve and include a unit. Possible Strategies: - Number line - Breaking apart numbers (number bonds) - Pictures (bar model)

		- Making a ten
OA.A.1 (2 step)	End of unit test- problems 5, 8	Students will show number models/equations with a strategy. They will solve and include a unit. Possible Strategies: - Number line - Breaking apart numbers (number bonds) - Pictures (bar model) - Making a ten
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)?	10/11/22	

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?
OA.B.2	Mid unit test- problems 1, 3, 4, 6, 8	Students can add and subtract fluently	Week of 9/26
OA.A.1 (1 step)	Unit 2 Lesson 8 Quiz: 3, 4 (story problems with numbers within 100) Unit 2 Lesson 9 Quiz: 1, 2, 5 (story problems with numbers within 100) Mid unit test- problems 2, 4, 7, 9, 10	Students will show a number model/equation with a strategy. They will solve and include a unit. Possible Strategies: - Number line - Breaking apart numbers (number bonds) - Pictures (bar	Week of 9/26

		model) - Making a ten	
OA.A.1 (2 step)	Weekly Assessment: Unit 1 Lesson 5 Problems 1, 3,4	Students will show number models/equations with a strategy. They will solve and include a unit. Possible Strategies: - Number line - Breaking apart numbers (number bonds) - Pictures (bar model) - Making a ten	Week of 9/26

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.

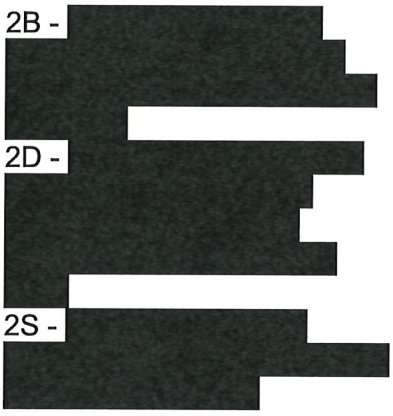
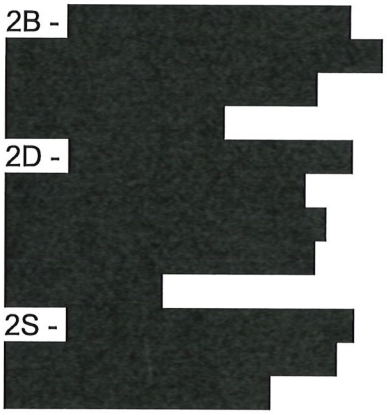
Learning Target (What is the target/standard)	Students Not Proficient	How will we serve students not proficient? (Note that reteaching/extension days in your unit pacing is a great way to address needs that arise on formative assessments as a part of tier I supports)
OA.B.2	2B - [redacted] 2D - [redacted] 2S - [redacted]	Visualize, Organize during reteaching (bar model, tape model, etc.). How to apply fact families to problems.
OA.A.1 (1 step)	2B - [redacted]	Writing an equation to match

	2D - 2S -	a story problem. Reading the problem to understand what is being asked.
OA.A.1 (2 step)		

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?
OA.B.2		• Facts are off by a few- reinforce facts • Students won't use strategies/supports if they aren't prompted- reinforce strategies/supports during small group
OA.A.1 (1 step)		• Comprehension- the wording of the problem was difficult- work with students to model the story problem with something other than an equation • Practice comparison problems
OA.A.1 (2 step)		• Comprehension • Setting up the problem • Paying attention to the operation

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?