

REAL Work Self-Assessment Rubric

REAL Work Collaborative Team Self-Assessment	Self-Assessment Rating 3) Established/Refining 2) Developing 1) Building Understanding			The work of Collaborative Teams	Evidence of Collaborative Teams with REAL standards	Support Needed for Collaborative Team Growth
Collaborative Team Structures Supporting REAL Work	3	2	1	Create and monitor team norms. Establish protocols: roles, agenda building, record keeping, consensus, and so on. Celebrate success (frequent small wins along the way)!	https://docs.google.com/document/d/1z5W9dUE2a9W92qXme7L-gYR9CejD9eBnxdY7C_vilnQ/edit (Agenda with norm and established roles)	time
PLC Question #1 - What should students know and be able to do?	3	2	1	Identify the REAL standards for each grade level and subject area using readiness, endurance, assessment and leverage criteria Pace the REAL standards, emphasizing when to teach the learning targets within the modules Establish team SMART goals by module by REAL standard	https://drive.google.com/drive/folders/0AHpvdWLMxEFrUk9PVA https://docs.google.com/document/d/1n-nYd-uWr2q7LdfWQmXy7Ex0MA88B8x57q4ljQcCjRU/edit	time
PLC Question #2 How will we know if students have learned it?	3	2	1	Unwrap each of the REAL standards into learning targets Map each REAL standard for end-of-year summative assessment and determine proficiency levels	https://drive.google.com/drive/folders/0AHpvdWLMxEFrUk9PVA	

	3	2	1	<p>Map each standard, indicating the summative and formative assessments and determine proficiency levels within each module</p>		<p>Guidance in creating formatives to match each learning target-inform teaching or prove growth?</p>
	3	2	1	<p>Write learning targets in student-friendly (I-Can) language</p>	<p>https://docs.google.com/document/d/1QQ6RAWittTzNYMk7K_7ir68aRfCiqnptANpSl30ijqc/edit</p>	<p>Begin to add "I can statements" to connect the work (learning activities) to the assessments.</p>
	3	2	1	<p>Create and share anchor papers with students, demonstrating strong and weak work (collaboratively score student work).</p>	<p>https://drive.google.com/file/d/0B_b7MXR3uBeLM0hNU0VqRzUxenNnQzI1VUQtZFIQSmJtYWhJ/view</p>	
	3	2	1	<p>Analyze assessment results.</p>	<p>Conversations in PLC and "on the fly" on the assessment scores and what we need to do to re-teach the standard</p>	<p>Specific criteria and the time to meet after assessments</p>
<p>PLC Question # 3</p> <p>How will we respond if students have not learned?</p>	3	2	1	<p>Create Tier 2 opportunities for students who fail to meet learning targets on common formative assessments.</p>	<p>https://docs.google.com/document/d/1loggpS5z8YKbXa9rCllxnm9imlggMudxo_dJ4T7zaCo/edit</p> <p>(Evidence through lesson plans see, Thursday, September 27th, Monday, October 1, November 1 and 2 and Monday, November 26th</p>	<p>More district PD on different assessment approaches</p>
<p>PLC Question # 4</p>	3	2	1	<p>Create Tier 2 opportunities for students who exceed learning</p>	<p>Varied texts (ex. Rapunzel)</p>	<p>PD</p>

<p>How will we respond if students have already learned?</p>	<p>3 2 1</p>	<p>targets on common formative assessments.</p> <p>Evaluate student progress after Tier 2 response</p>		
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REAL Work Self-Assessment Rubric - 6th Grade Math

REAL Work Collaborative Team Self-Assessment	Self-Assessment Rating 3) Established/Refining 2) Developing 1) Building Understanding	The work of Collaborative Teams	Evidence of Collaborative Teams with REAL standards	Support Needed for Collaborative Team Growth									
<p>Collaborative Team Structures Supporting REAL Work</p>	<table style="width: 100%; text-align: center;"> <tr> <td><u>3</u></td> <td>2</td> <td>1</td> </tr> <tr> <td>3</td> <td><u>2</u></td> <td>1</td> </tr> <tr> <td><u>3</u></td> <td>2</td> <td>1</td> </tr> </table>	<u>3</u>	2	1	3	<u>2</u>	1	<u>3</u>	2	1	<p>Create and monitor team norms.</p> <p>Establish protocols: roles, agenda building, record keeping, consensus, and so on.</p> <p>Celebrate success (frequent small wins along the way)!</p>	<p>Norms</p> <ol style="list-style-type: none"> 1. We will use our time efficiently to accomplish set goals. 2. We will have a positive, student-centered growth mindset. 3. We will hear all viewpoints, consider facts, and make decisions accordingly. 4. We will follow through on commitments. 5. We will trust one another and be honest about how we are feeling. 6. We will laugh together. 	
<u>3</u>	2	1											
3	<u>2</u>	1											
<u>3</u>	2	1											
<p>PLC Question #1 - What should students know and be able to do?</p>	<table style="width: 100%; text-align: center;"> <tr> <td>3</td> <td>2</td> <td>1</td> </tr> <tr> <td>3</td> <td>2</td> <td>1</td> </tr> <tr> <td>3</td> <td><u>2</u></td> <td>1</td> </tr> </table>	3	2	1	3	2	1	3	<u>2</u>	1	<p>Identify the REAL standards for each grade level and subject area using readiness, endurance, assessment and leverage criteria</p> <p>Pace the REAL standards, emphasizing when to teach the learning targets within the modules</p> <p>Establish team SMART goals by module by REAL standard</p>	<ul style="list-style-type: none"> • Essential Standards have been identified. • Based on Essential Standards, we created SMART Goals 	<ul style="list-style-type: none"> • Clarification on SMART, REAL, and Essential.
3	2	1											
3	2	1											
3	<u>2</u>	1											

					<u>Smart Goal Document</u>	
PLC Question #2	3	2	1	Unwrap each of the REAL standards into learning targets		
How will we know if students have learned it?	3	2	1	Map each REAL standard for end-of-year summative assessment and determine proficiency levels		
	<u>3</u>	2	1	Map each standard, indicating the summative and formative assessments and determine proficiency levels within each module	<ul style="list-style-type: none"> Common formative and Summative assessments have been created. Chapter 2 Assessment We have developed rubrics for each summative assessment to determine proficiency. <ul style="list-style-type: none"> Chapter 2 Rubric We do My Favorite No. My Favorite No Checkpoints- Formative Second Glance and Second Chance 2nd Glance and 2nd Chance Check Point (formative assesement) 	
	<u>3</u>	2	1	Write learning targets in student-friendly (I-Can) language		
	3	2	1	Create and share anchor papers with students, demonstrating strong and weak work (collaboratively score student work).		
	3	<u>2</u>	1	Analyze assessment results.		
PLC Question # 3	3	<u>2</u>	1	Create Tier 2 opportunities for students who fail to meet learning targets on common formative assessments.	<ul style="list-style-type: none"> We regroup students based on their performance on common formative assessments and provide re-teaching opportunities; however, we aren't consistent in our delivery. 	
How will we respond if students have not learned?	3	2	1	Evaluate student progress after Tier 2 response		

PLC Question # 4 How will we respond if students have already learned?	3	2	1	Create Tier 2 opportunities for students who exceed learning targets on common formative assessments.	<ul style="list-style-type: none"> ● Flexible grouping with out of classroom independent study. ● Challenge practice work. 	<ul style="list-style-type: none"> ● Space and support for these students. (Supervision) ● Repeated question?
	3	2	1	Evaluate student progress after Tier 2 response		

REAL Work Self-Assessment Rubric

6th grade SS

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Collaborative Team Structures Supporting REAL Work	3) 3 2 1 3 2 1 3 2 1	Create and <u>monitor team norms.</u> Establish protocols: roles, agenda building, record keeping, consensus, and so on. Celebrate success (frequent small wins along the way)!	Team Norms 2018 → Post-it notes? between → the class reflections	Have team norms @ meetings. - check after
PLC Question #1 - What should students know and be able to do?	3 2 1 3 2 1 3 2 1	Identify the REAL standards for each grade level and subject area using readiness, endurance, assessment and leverage criteria Pace the REAL standards, emphasizing when to teach the learning targets within the modules Establish team SMART goals by module by REAL standard	NA	Taking standards and forming our REAL standards ↳ SMART Goals will come from those.
PLC Question #2 How will we know if students have learned it?	3 2 1 3 2 1	Unwrap each of the REAL standards into learning targets Map each REAL standard for end-of-year summative assessment and determine proficiency levels	NA	End of year summative? Final? → SLO? (vocabulary)

	3	2	1	Map each standard, indicating the summative and formative assessments and determine proficiency levels within each module	- gradebook - rubric show proficiency	
	3	2	1	Write learning targets in student-friendly (I-Can) language	- purple handout - at beginning of slides or on the board	- time to develop REAL standards w/ new standards
	3	2	1	Create and share anchor papers with students, demonstrating strong and weak work (collaboratively score student work).	- anchor prehistory, examples of propaganda poster, etc.	
	3	2	1	Analyze assessment results.	- beginning of year data + SL & data	
PLC Question # 3 How will we respond if students have not learned?	3	2	1	Create Tier 2 opportunities for students who fail to meet learning targets on common formative assessments.	- skinnies - lesson plans + retake quizzes	- time to crunch #s - more ideas for formative checks
	3	2	1	Evaluate student progress after Tier 2 response	- retake quizzes + grade book → notes	
PLC Question # 4 How will we respond if students have already learned?	3	2	1	Create Tier 2 opportunities for students who exceed learning targets on common formative assessments.	- realm competition	realms " "
	3	2	1	Evaluate student progress after Tier 2 response	- ? realm competition points	

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Collaborative Team Structures Supporting REAL Work	3	2	1	<p>Create and monitor team norms.</p> <p>Establish protocols: roles, agenda building, record keeping, consensus, and so on.</p> <p>Celebrate success (frequent small wins along the way)!</p>	<p>https://teachers.net/mentors/art/</p> <p>https://docs.google.com/document/d/1Auo5y7V9cvWIRZX Yx2eBtSvjzZm8IQVsJbiKaaal1kg/edit?usp=sharing</p>	PD Time
PLC Question #1 - What should students know and be able to do?	3	2	1	<p>Identify the REAL standards for each grade level and subject area using readiness, endurance, assessment and leverage criteria</p> <p>Pace the REAL standards, emphasizing when to teach the learning targets within the modules</p> <p>Establish team SMART goals by module by REAL standard</p>	See ELA 7 Team Drive Folders for REAL standards	Time
PLC Question #2 How will we know if students have learned it?	3	2	1	<p>Unwrap each of the REAL standards into learning targets</p> <p>Map each REAL standard for end-of-year summative assessment and determine proficiency levels</p>	See ELA 7 Team Drive Folders for REAL standards	Time PD

	3	2	1	Map each standard, indicating the summative and formative assessments and determine proficiency levels within each module		
	3	2	1	Write learning targets in student-friendly (I-Can) language		
	3	<u>2</u>	1	Create and share anchor papers with students, demonstrating strong and weak work (collaboratively score student work).		
	3	2	<u>1</u>	Analyze assessment results.		
PLC Question # 3 How will we respond if students have not learned?	3	2	<u>1</u>	Create Tier 2 opportunities for students who fail to meet learning targets on common formative assessments.		Time PD
	3	2	<u>1</u>	Evaluate student progress after Tier 2 response		
PLC Question # 4 How will we respond if students have already learned?	3	2	1	Create Tier 2 opportunities for students who exceed learning targets on common formative assessments.		Time PD
	3	2	1	Evaluate student progress after Tier 2 response		

Jan. 2019

7th grade Social Studies

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Collaborative Team Structures Supporting REAL Work	3	2	1	<p>Create and monitor team norms.</p> <p>Establish protocols: roles, agenda building, record keeping, consensus, and so on.</p> <p>Celebrate success (frequent small wins along the way)!</p>	<p>PLC Notes</p> <p>Successful ongoing completion of work.</p> <p>Met 1st smart goal & celebrated with students</p>	
PLC Question #1 - What should students know and be able to do?	3	2	1	<p>Identify the REAL standards for each grade level and subject area using readiness, endurance, assessment and leverage criteria</p> <p>Pace the REAL standards, emphasizing when to teach the learning targets within the modules</p> <p>Establish team SMART goals by module by REAL standard</p>	<p>New standards</p> <p>Learning target handouts for each unit</p> <p>Evidence in PLC Notes & slides shared in class.</p>	<p>TIME to work on/with New Standards & MS SS team to develop our REAL standards, unpack, etc.</p>
PLC Question #2 - How will we know if students have learned it?	3	2	1	<p>Unwrap each of the REAL standards into learning targets</p> <p>Map each REAL standard for end-of-year summative assessment and determine proficiency levels</p>	<p>Learning target handout by unit</p> <p>Notes?</p> <p>Discussed at PLC meeting w/ Jed</p>	

(eg) Govt structure & purpose discussion (for any civilization)

	3	2	1	Map each standard, indicating the summative and formative assessments and determine proficiency levels within each module	Yes - Summative No - Formative (for current standards)	Time to develop formative
	3	2	1	Write learning targets in student-friendly (I-Can) language	Learning Target handouts	
	3	2	1	Create and share anchor papers with students, demonstrating strong and weak work (collaboratively score student work).	Example work shared from previous years	
	3	2	1	Analyze assessment results.		
PLC Question # 3 How will we respond if students have not learned?	3	2	1	Create Tier 2 opportunities for students who fail to meet learning targets on common formative assessments.	WIN Days ↓	
	3	2	1	Evaluate student progress after Tier 2 response		
PLC Question # 4 How will we respond if students have already learned?	3	2	1	Create Tier 2 opportunities for students who exceed learning targets on common formative assessments.	In some areas, but working on providing more ↓	
	3	2	1	Evaluate student progress after Tier 2 response		

Common

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Collaborative Team Structures Supporting REAL Work	<table border="0"> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> </table>	3	2	1	3	2	1	3	2	1	<p>Create and monitor team norms.</p> <p>Establish protocols: roles, agenda building, record keeping, consensus, and so on.</p> <p>Celebrate success (frequent small wins along the way)!</p>	<p>Norms were established at first meeting.</p> <p>Roles were informally created, but not recorded.</p> <p>Successes are infrequently celebrated.</p>	
3	2	1											
3	2	1											
3	2	1											
PLC Question #1 - What should students know and be able to do?	<table border="0"> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> </table>	3	2	1	3	2	1	3	2	1	<p>Identify the REAL standards for each grade level and subject area using readiness, endurance, assessment and leverage criteria</p> <p>Pace the REAL standards, emphasizing when to teach the learning targets within the modules</p> <p>Establish team SMART goals by module by REAL standard</p>	<p>REAL standards were established on November 26th, 2018</p> <p>Course outline has been created, but timeline is being refined. No formal document created, yet</p> <p>SMART goals for some units have been established</p>	
3	2	1											
3	2	1											
3	2	1											
PLC Question #2 How will we know if students have learned it?	<table border="0"> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> </table>	3	2	1	3	2	1	<p>Unwrap each of the REAL standards into learning targets</p> <p>Map each REAL standard for end-of-year summative assessment and determine proficiency levels</p>	<p>Example Rubric</p> <p>No end-of-year summative assessment exists at this moment.</p>				
3	2	1											
3	2	1											

	3	2	1	<p>Map each standard, indicating the summative and formative assessments and determine proficiency levels within each module</p> <p>Write learning targets in student-friendly (I-Can) language</p> <p>Create and share anchor papers with students, demonstrating strong and weak work (collaboratively score student work).</p> <p>Analyze assessment results.</p>	<p>Standards have been mapped to chapters, but not to individual assessments.</p> <p>Example Rubric</p> <p>Rubrics have been created, but anchor papers have not been established.</p> <p>We discuss assessment results, but to not analyze it formally</p>	
<p>PLC Question # 3</p> <p>How will we respond if students have not learned?</p>	3	2	1	<p>Create Tier 2 opportunities for students who fail to meet learning targets on common formative assessments.</p> <p>Evaluate student progress after Tier 2 response</p>	<p>Differentiation within the block has been done, and Topper Time rotations have helped, but still needs to be developed.</p> <p>We reevaluate once, but more can be done to track progress.</p>	
<p>PLC Question # 4</p> <p>How will we respond if students have already learned?</p>	3	2	1	<p>Create Tier 2 opportunities for students who exceed learning targets on common formative assessments.</p> <p>Evaluate student progress after Tier 2 response</p>	<p>An enrichment and extension packet has been created for each chapter, but it is not adaptive.</p> <p>Not much evaluation of extended learning is done.</p>	

REAL Work Self-Assessment Rubric

Math 8 - Cunningham, Lucas, Parr

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Collaborative Team Structures Supporting REAL Work	3 2 1 3 2 1 3 2 1	Create and monitor team norms. Establish protocols: roles, agenda building, record keeping, consensus, and so on. Celebrate success (frequent small wins along the way)!		
PLC Question #1 - What should students know and be able to do?	3 2 1 3 2 1 3 2 1	Identify the REAL standards for each grade level and subject area using readiness, endurance, assessment and leverage criteria Pace the REAL standards, emphasizing when to teach the learning targets within the modules Establish team SMART goals by module by REAL standard	<i>Year long plan Shared doc of mastery</i>	
PLC Question #2 How will we know if students have learned it?	3 2 1 3 2 1	Unwrap each of the REAL standards into learning targets Map each REAL standard for end-of-year summative assessment and determine proficiency levels	<i>Sem 1 Final created</i>	

	<p>3 2 1</p> <p>3 2 1</p> <p>3 2 1</p> <p>3 2 1</p>	<p>Map each standard, indicating the summative and formative assessments and determine proficiency levels within each module</p> <p>Write learning targets in student-friendly (I-Can) language</p> <p>Create and share anchor papers with students, demonstrating strong and weak work (collaboratively score student work).</p> <p>Analyze assessment results.</p>		<p>How to share anchor paper + rubrics with students?</p> <p>lots of data — what do we do with it all?</p>
<p>PLC Question # 3</p> <p>How will we respond if students have not learned?</p>	<p>3 2 1</p> <p>3 2 1</p>	<p>Create Tier 2 opportunities for students who fail to meet learning targets on common formative assessments.</p> <p>Evaluate student progress after Tier 2 response</p>		
<p>PLC Question # 4</p> <p>How will we respond if students have already learned?</p>	<p>3 2 1</p> <p>3 2 1</p>	<p>Create Tier 2 opportunities for students who exceed learning targets on common formative assessments.</p> <p>Evaluate student progress after Tier 2 response</p>		<p>How to serve students who already hit the target?</p>

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Collaborative Team Structures Supporting REAL Work	<table border="0"> <tr> <td style="text-align: center;">■</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> <tr> <td style="text-align: center;">■</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">■</td> <td style="text-align: center;">1</td> </tr> </table>	■	2	1	■	2	1	3	■	1	Create and monitor team norms. Establish protocols: roles, agenda building, record keeping, consensus, and so on. Celebrate success (frequent small wins along the way)!	Our PLC agendas always have norms listed at the top, and we share roles by alternating roles each week.	We could celebrate successes more; I feel like we do this more outside of PLC rather than dedicating time to it on our agenda.
■	2	1											
■	2	1											
3	■	1											
PLC Question #1 - What should students know and be able to do?	<table border="0"> <tr> <td style="text-align: center;">■</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> <tr> <td style="text-align: center;">■</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> <tr> <td style="text-align: center;">■</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> </table>	■	2	1	■	2	1	■	2	1	Identify the REAL standards for each grade level and subject area using readiness, endurance, assessment and leverage criteria Pace the REAL standards, emphasizing when to teach the learning targets within the modules Establish team SMART goals by module by REAL standard	We have our pacing guide complete, SMART goals for each summative assessment are being created, and our REAL standards were chosen last year.	
■	2	1											
■	2	1											
■	2	1											
PLC Question #2 How will we know if students have learned it?	<table border="0"> <tr> <td style="text-align: center;">■</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> <tr> <td style="text-align: center;">■</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> </table>	■	2	1	■	2	1	Unwrap each of the REAL standards into learning targets Map each REAL standard for end-of-year summative assessment and determine proficiency levels	We go over learning targets as part of every lesson. We've also completed creating our end-of-year REAL summative assessments for each standard.	Based on our PLC meeting on 1/14, the next things we need to work on/refine some of our CFA's so that we can use that data more for our new TT's. They need to be something quick to grade so that we			
■	2	1											
■	2	1											

	<p>█ 2 1</p> <p>█ 2 1</p> <p>3 █ 1</p> <p>█ 2 1</p>	<p>Map each standard, indicating the summative and formative assessments and determine proficiency levels within each module</p> <p>Write learning targets in student-friendly (I-Can) language</p> <p>Create and share anchor papers with students, demonstrating strong and weak work (collaboratively score student work).</p> <p>Analyze assessment results.</p>	<p>We have summatives and formatives created within each module.</p> <p>Student-friendly learning targets are a part of every lesson.</p> <p>We share our data for our SMART goal(s) whenever applicable at our PLC meeting.</p>	<p>can easily say who does/doesn't have that particular skill.</p> <p>I feel like we have some anchor papers for students to see, but not for every assessment. We have occasionally scored work together too, but not for every assessment.</p>
<p>PLC Question # 3</p> <p>How will we respond if students have not learned?</p>	<p>█ 2 1</p> <p>█ 2 1</p>	<p>Create Tier 2 opportunities for students who fail to meet learning targets on common formative assessments.</p> <p>Evaluate student progress after Tier 2 response</p>	<p>We have built in flex days into our calendars to create opportunities for reteach/redo days. We also have started using TT as another way to help students still struggling with specific standards.</p>	
<p>PLC Question # 4</p> <p>How will we respond if students have already learned?</p>	<p>█ 2 1</p> <p>█ 2 1</p>	<p>Create Tier 2 opportunities for students who exceed learning targets on common formative assessments.</p> <p>Evaluate student progress after Tier 2 response</p>	<p>On those flex days, we also have extension options for students who met the standard.</p>	

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Collaborative Team Structures Supporting REAL Work	3 3 3	2 2 2	1 1 1	Create and monitor team norms. Establish protocols: roles, agenda building, record keeping, consensus, and so on. Celebrate success (frequent small wins along the way)!	<u>Team Norms on Agenda</u>	
PLC Question #1 - What should students know and be able to do?	3 3 3	2 2 2	1 1 1	Identify the REAL standards for each grade level and subject area using readiness, endurance, assessment and leverage criteria Pace the REAL standards, emphasizing when to teach the learning targets within the modules Establish team SMART goals by module by REAL standard		<u>Release time</u> to work with our team to identify our REAL standards
PLC Question #2 How will we know if students have learned it?	3 3	2 2	1 1	Unwrap each of the REAL standards into learning targets Map each REAL standard for end-of-year summative assessment and determine proficiency levels		<u>Release time</u> to work on unwrapping our REAL standards and creating assessments

	3	2	①	Map each standard, indicating the summative and formative assessments and determine proficiency levels within each module		
	3	2	①	Write learning targets in student-friendly (I-Can) language		
	3	2	①	Create and share anchor papers with students, demonstrating strong and weak work (collaboratively score student work).		
	3	2	①	Analyze assessment results.		
PLC Question # 3 How will we respond if students have not learned?	3	2	①	Create Tier 2 opportunities for students who fail to meet learning targets on common formative assessments.		Time to create common formative assessments and tier 2 intervention
	3	2	①	Evaluate student progress after Tier 2 response		
PLC Question # 4 How will we respond if students have already learned?	3	2	①	Create Tier 2 opportunities for students who exceed learning targets on common formative assessments.		Time to create opportunities for students to extend their learning
	3	2	①	Evaluate student progress after Tier 2 response		

Music

REAL Work Self-Assessment Rubric

REAL Work Collaborative Team Self-Assessment	Self-Assessment Rating 3) Established/Refining 2) Developing 1) Building Understanding			The work of Collaborative Teams	Evidence of Collaborative Teams with REAL standards	Support Needed for Collaborative Team Growth
Collaborative Team Structures Supporting REAL Work	3	2	1	Create and monitor team norms. Establish protocols: roles, agenda building, record keeping, consensus, and so on. Celebrate success (frequent small wins along the way)!	https://docs.google.com/document/d/1v3Q9g3nqT9Jv4yVo674oCBjii6lv8MV8Us26rufED9c/edit	
PLC Question #1 - What should students know and be able to do?	3	2	1	Identify the REAL standards for each grade level and subject area using readiness, endurance, assessment and leverage criteria Pace the REAL standards, emphasizing when to teach the learning targets within the modules Establish team SMART goals by module by REAL standard	https://docs.google.com/document/d/1v3Q9g3nqT9Jv4yVo674oCBjii6lv8MV8Us26rufED9c/edit Band Curriculum Guide 2018-19 Choir Curriculum Guide 2018-19 Orchestra Curriculum Guide 2018-19	- Across all PLC Questions we would like to see regular release time for the team. - In addition, across all PLC Questions, we would each like curriculum time over the 2019 summer break.
PLC Question #2 How will we know if students have learned it?	3	2	1	Unwrap each of the REAL standards into learning targets Map each REAL standard for end-of-year summative assessment and determine proficiency levels	- See above links - We did a major curriculum revision last year and we are continuing to tweak and revise this year	

	3	2	1	<p>Map each standard, indicating the summative and formative assessments and determine proficiency levels within each module</p> <p>Write learning targets in student-friendly (I-Can) language</p> <p>Create and share anchor papers with students, demonstrating strong and weak work (collaboratively score student work).</p> <p>Analyze assessment results.</p>	<p>- Our standards/learning targets are mapped by quarter, but we continue to revise.</p> <p>- We shared all documents with students and families at the start of the year and will continue this practice each year.</p> <p>- We are using an interactive/technology based program called Smart Music in various capacities and will continue to develop and refine our use of it.</p> <p>- We assess across grade levels and vertically. We have regular discussion with our HS Cohorts on assessment and results.</p>	
	3	2	1			
	3	2	1			
	3	2	1			
<p>PLC Question # 3</p> <p>How will we respond if students have not learned?</p>	3	2	1	<p>Create Tier 2 opportunities for students who fail to meet learning targets on common formative assessments.</p> <p>Evaluate student progress after Tier 2 response</p>	<p>- Lessons</p> <p>- Small Group Instruction</p>	
	3	2	1			
<p>PLC Question # 4</p> <p>How will we respond if students have already learned?</p>	3	2	1	<p>Create Tier 2 opportunities for students who exceed learning targets on common formative assessments.</p> <p>Evaluate student progress after Tier 2 response</p>	<p>- WSMA Honors Band, Choir, & Orchestra</p> <p>- NBA WI All-State Band</p> <p>WSMA Solo & Ensemble</p> <p>- Various Co-curricular Opportunities including:</p>	
	3	2	1			

			Chamber Orchestra, Jazz Band, Pep Band, & Show Choir	
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REAL Work Self-Assessment Rubric

REAL Work Collaborative Team Self-Assessment	Self-Assessment Rating 3) Established/Refining 2) Developing 1) Building Understanding	The work of Collaborative Teams	Evidence of Collaborative Teams with REAL standards	Support Needed for Collaborative Team Growth
Collaborative Team Structures Supporting REAL Work	3 ② 1 3 2 ① 3 ② 1	Create and monitor team norms. Establish protocols: roles, agenda building, record keeping, consensus, and so on. Celebrate success (frequent small wins along the way)!	"ART TEACHERS CHATBOARD" → www.teachers.net/mentors/art	<ul style="list-style-type: none"> Identify MS. art teachers to connect with Make contact with / establish collaborative team outside of district
PLC Question #1 - What should students know and be able to do?	3 2 1 3 ② 1 3 ② 1	Identify the REAL standards for each grade level and subject area using readiness, endurance, assessment and leverage criteria Pace the REAL standards, emphasizing when to teach the learning targets within the modules Establish team SMART goals by module by REAL standard	8th: observational drawing (engage & persist) 7th: 2D VS 3D (stretch & explore) (develop a craft) 6th: color theory (envision) (reflect) → www.theartofeducation.edu	<ul style="list-style-type: none"> collaborations alignment with high school & elementary schools in district
PLC Question #2 - How will we know if students have learned it?	3 ② 1 3 ② 1	Unwrap each of the REAL standards into learning targets Map each REAL standard for end-of-year summative assessment and determine proficiency levels	8th: exercise in class, and final project 7th: experimentation in choice art final assessment and artist statement 6th: color theory worksheet / final project	<ul style="list-style-type: none"> common assessment

	3	2	1	Map each standard, indicating the summative and formative assessments and determine proficiency levels within each module		
	3	2	1	Write learning targets in student-friendly (I-Can) language		
	3	2	1	Create and share anchor papers with students, demonstrating strong and weak work (collaboratively score student work).		
	3	2	1	Analyze assessment results.		
PLC Question # 3 How will we respond if students have not learned?	3	2	1	Create Tier 2 opportunities for students who fail to meet learning targets on common formative assessments.	<ul style="list-style-type: none"> • re-teach opportunity • pull missed concepts into (notice art) • allow students to re-do & fix missed concepts 	- intervention time (TT?)
	3	2	1	Evaluate student progress after Tier 2 response		
PLC Question # 4 How will we respond if students have already learned?	3	2	1	Create Tier 2 opportunities for students who exceed learning targets on common formative assessments.	<ul style="list-style-type: none"> • push students to explore & expand concept • have them tie concepts into more complex & challenging projects 	
	3	2	1	Evaluate student progress after Tier 2 response		

REAL Work Self-Assessment Rubric

REAL Work Collaborative Team Self-Assessment	Self-Assessment Rating 3) Established/Refining 2) Developing 1) Building Understanding	The work of Collaborative Teams	Evidence of Collaborative Teams with REAL standards	Support Needed for Collaborative Team Growth
Collaborative Team Structures Supporting REAL Work	3 2 1 3 2 1 3 2 1	Create and monitor team norms. Establish protocols: roles, agenda building, record keeping, consensus, and so on. Celebrate success (frequent small wins along the way)!	2- Haven't agreed on final norms 3- We have defined roles 3- We talk frequently, just communicated how good archery scores were on written assessment	None
PLC Question #1 - What should students know and be able to do?	3 2 1 3 2 1 3 2 1	Identify the REAL standards for each grade level and subject area using readiness, endurance, assessment and leverage criteria Pace the REAL standards, emphasizing when to teach the learning targets within the modules Establish team SMART goals by module by REAL standard	2-Finishing updating SHAPE standards 3-Pacing is same 2-Developing SMART goals by units	Collaboration Time
PLC Question #2 How will we know if students have learned it?	3 2 1 3 2 1	Unwrap each of the REAL standards into learning targets Map each REAL standard for end-of-year summative assessment and determine proficiency levels	3-Learning Targets completed 3-FitnessGram Report sent home	

	3	2	1	<p>Map each standard, indicating the summative and formative assessments and determine proficiency levels within each module</p>	3- Completed	
	3	2	1	<p>Write learning targets in student-friendly (I-Can) language</p>	3-I Can statements completed	
	3	2	1	<p>Create and share anchor papers with students, demonstrating strong and weak work (collaboratively score student work).</p>	1- We use same assessment scales	?
	3	2	1	<p>Analyze assessment results.</p>	3- Analyze for validity	
<p>PLC Question # 3</p> <p>How will we respond if students have not learned?</p>	3	2	1	<p>Create Tier 2 opportunities for students who fail to meet learning targets on common formative assessments.</p>	2- Time is not equitable with core classes	Time with students outside of class not equitable
	3	2	1	<p>Evaluate student progress after Tier 2 response</p>	1- Not always available	
<p>PLC Question # 4</p> <p>How will we respond if students have already learned?</p>	3	2	1	<p>Create Tier 2 opportunities for students who exceed learning targets on common formative assessments.</p>	2-Developing opportunities of challenging experiences for students who exceed learning targets.	Collaboration Time
	3	2	1	<p>Evaluate student progress after Tier 2 response</p>	1-None	

REAL Work Self-Assessment Rubric

Colleen + Traci

REAL Work Collaborative Team Self-Assessment	Self-Assessment Rating 3) Established/Refining 2) Developing 1) Building Understanding			The work of Collaborative Teams	Evidence of Collaborative Teams with REAL standards	Support Needed for Collaborative Team Growth
Collaborative Team Structures Supporting REAL Work	3	2	1	Create and monitor team norms. Establish protocols: roles, agenda building, record keeping, consensus, and so on. Celebrate success (frequent small wins along the way)!	> not a need at this time	
PLC Question #1 - What should students know and be able to do?	3	2	1	Identify the REAL standards for each grade level and subject area using readiness, endurance, assessment and leverage criteria Pace the REAL standards, emphasizing when to teach the learning targets within the modules Establish team SMART goals by module by REAL standard	Supporting the REAL standards: (A) Citing text evidence 6.1 + 7.1	
PLC Question #2 How will we know if students have learned it?	3	2	1	Unwrap each of the REAL standards into learning targets Map each REAL standard for end-of-year summative assessment and determine proficiency levels - supporting ELA work	→ Ladders have targets → Classroom rubric + our rubric which is an extension (see attached)	

	3	2	1	Map each standard, indicating the summative and formative assessments and determine proficiency levels within each module	→ see our rubric	
	3	2	1	Write learning targets in student-friendly (I-Can) language	→ Ladder targets are I CAN statements	
	3	2	1	Create and share anchor papers with students, demonstrating strong and weak work (collaboratively score student work).	N/A	
	3	2	1	Analyze assessment results.	- will do this we are in creation stage	
PLC Question # 3	3	2	1	Create Tier 2 opportunities for students who fail to meet learning targets on common formative assessments.	→ Support Tier 2	
How will we respond if students have not learned?	3	2	1	Evaluate student progress after Tier 2 response	and Bneit is Tier 3	
PLC Question # 4	3	2	1	Create Tier 2 opportunities for students who exceed learning targets on common formative assessments.		
How will we respond if students have already learned?	3	2	1	Evaluate student progress after Tier 2 response		

REAL Work Self-Assessment Rubric

HEALTH (6-8)

REAL Work Collaborative Team Self-Assessment	Self-Assessment Rating 3) Established/Refining 2) Developing 1) Building Understanding			The work of Collaborative Teams	Evidence of Collaborative Teams with REAL standards	Support Needed for Collaborative Team Growth
Collaborative Team Structures Supporting REAL Work	3	2	■	Create and monitor team norms.	Norms not created with my LMS PLC	
	3	2	■	Establish protocols: roles, agenda building, record keeping, consensus, and so on.	Protocols not established	
	■	2	1	Celebrate success (frequent small wins along the way)!	Always celebrate the positives	
PLC Question #1 - What should students know and be able to do?	3	■	1	Identify the REAL standards for each grade level and subject area using readiness, endurance, assessment and leverage criteria	Similar content taught with similar goals but different learning targets	
	3	2	■	Pace the REAL standards, emphasizing when to teach the learning targets within the modules	We have very similar standards but our pacing is different. My PLC is on semesters and I am on quarters.	
	3	2	■	Establish team SMART goals by module by REAL standard	No common SMART goals	
PLC Question #2	3	2	■	Unwrap each of the REAL standards into learning targets	In progress	

How will we know if students have learned it?	3	■	1	Map each REAL standard for end-of-year summative assessment and determine proficiency levels	In progress	
	3	■	1	Map each standard, indicating the summative and formative assessments and determine proficiency levels within each module	In Progress	
	3	2	■	Write learning targets in student-friendly (I-Can) language	Written on the board daily but set 3-5 per unit of study still in progress	
	3	■	1	Create and share anchor papers with students, demonstrating strong and weak work (collaboratively score student work).	Some projects examples from previous years used for strong work examples	
	■	2	1	Analyze assessment results.	Done with each assessment	
PLC Question # 3 How will we respond if students have not learned?	3	■	1	Create Tier 2 opportunities for students who fail to meet learning targets on common formative assessments.	In progress, some assessments have this option, still developing for others	
	3	2	1	Evaluate student progress after Tier 2 response		

PLC Question # 4 How will we respond if students have already learned?	3 <input type="checkbox"/> 1	Create Tier 2 opportunities for students who exceed learning targets on common formative assessments.	Still Developing	
	3 <input type="checkbox"/> 1	Evaluate student progress after Tier 2 response		

Scott Martin - Tech Ed

REAL Work Self-Assessment Rubric

REAL Work Collaborative Team Self-Assessment	Self-Assessment Rating 3) Established/Refining 2) Developing 1) Building Understanding	The work of Collaborative Teams	Evidence of Collaborative Teams with REAL standards	Support Needed for Collaborative Team Growth									
Collaborative Team Structures Supporting REAL Work	<table border="0"> <tr> <td>3</td> <td>2</td> <td>1</td> </tr> <tr> <td>3</td> <td>2</td> <td>1</td> </tr> <tr> <td>3</td> <td>2</td> <td>1</td> </tr> </table>	3	2	1	3	2	1	3	2	1	<p>Create and monitor team norms.</p> <p>Establish protocols: roles, agenda building, record keeping, consensus, and so on.</p> <p>Celebrate success (frequent small wins along the way)!</p>		
3	2	1											
3	2	1											
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PLC Question #1 - What should students know and be able to do?	<table border="0"> <tr> <td>3</td> <td>2</td> <td>1</td> </tr> <tr> <td>3</td> <td>2</td> <td>1</td> </tr> <tr> <td>3</td> <td>2</td> <td>1</td> </tr> </table>	3	2	1	3	2	1	3	2	1	<p>Identify the REAL standards for each grade level and subject area using readiness, endurance, assessment and leverage criteria</p> <p>Pace the REAL standards, emphasizing when to teach the learning targets within the modules</p> <p>Establish team SMART goals by module by REAL standard</p>	<p>- intro to Measurements</p> <p>- packet worksheets</p> <p>- application to projects</p> <p>- post test</p>	
3	2	1											
3	2	1											
3	2	1											
PLC Question #2 How will we know if students have learned it?	<table border="0"> <tr> <td>3</td> <td>2</td> <td>1</td> </tr> <tr> <td>3</td> <td>2</td> <td>1</td> </tr> </table>	3	2	1	3	2	1	<p>Unwrap each of the REAL standards into learning targets</p> <p>Map each REAL standard for end-of-year summative assessment and determine proficiency levels</p>	<p>Correct papers, packets</p> <p>check for learning as projects are laid out and as they progress</p>				
3	2	1											
3	2	1											

	3	2	1	Map each standard, indicating the summative and formative assessments and determine proficiency levels within each module		
	3	2	1	Write learning targets in student-friendly (I-Can) language		
	3	2	1	Create and share anchor papers with students, demonstrating strong and weak work (collaboratively score student work).		
	3	2	1	Analyze assessment results.		
PLC Question # 3 How will we respond if students have not learned?	3	2	1	Create Tier 2 opportunities for students who fail to meet learning targets on common formative assessments.	can redo it or make a new assignment/project	
	3	2	1	Evaluate student progress after Tier 2 response		
PLC Question # 4 How will we respond if students have already learned?	3	2	1	Create Tier 2 opportunities for students who exceed learning targets on common formative assessments.	can add on or make another project	
	3	2	1	Evaluate student progress after Tier 2 response		

