

PLCs Standards & Assessment Work 2023-2024

General Information

The standards documents that we have created should bring about greater consistency and clarity around our curriculum, assessments, and instruction. The core content area standards work is pretty straight forward in identifying the priority/essential standards; however, it may be a bit messy for our specialist as we best determine how to complete this work. You can access our standard documents via our school district website under ACADEMICS: [CLICK HERE](#).

Articles/Resources

[Prioritizing the Standards Using R.E.A.L. Criteria](#)

[Power in the Process: The Why Behind Priority Standards](#) (Missouri Department of Education)

[What Are Power Standards? And How Do I Use Them?](#)

Step 1 - Prioritizing Standards

Utilize the R.E.A.L. exercise created by Solution Tree where you look at each standard for Readiness, Endurance, Assessed, Leverage, and Teacher Intuition to generate a total score in determining if it is Essential (5-6pts), Important (3-4pts), and Nice to Know (0-2pts). We are not making a list, it is a process!

Criteria

- A. **Teacher Intuition:** Based on the teacher's experience, this standard is right for all students to master.
- B. **Endurance:** Needed as an adult, beyond the scope of the day, course and test... understanding this will make a difference when the student is 25.
 - a. *Clarifying Question: Will this standard provide students with knowledge and skills that will be of value beyond the unit and completion of the current school year?*
- C. **Readiness:** Needed to move up to the next class/grade.
 - a. *Clarifying Question: Will this provide students with essential knowledge and skills necessary for success in the next grade level of instruction within the same discipline?*
- D. **Leverage:** Provides significant and positive results, across multiple content areas beyond the current discipline
 - a. *Clarifying Question: Will this provide knowledge and skills that will be of value in multiple disciplines?*
- E. **Assessment:** This standard is routinely found or has the high probability of being found on upcoming high stakes assessments.

Subject	Grade	Standard	Common Core Standard	READINESS Essential knowledge and skills necessary for future success (No=0, Yes=1)	ENDURANCE Useful beyond a single test or unit of study (No=0, Yes=1)	ASSESSED Upcoming state and national exams will assess this standard (Yes=2, Possible=1, No=0)	LEVERAGE Knowledge and skills that will be of value in multiple disciplines (No=0, Yes=1)	INTUITION Teacher believes this is an essential standard (No=0, Yes=1)	TOTAL Score from 0-6	
ELA	Kindergarten	K.RF.1	Demonstrate understanding of the organization and basic features of print.			1	0	1	3	Important
ELA	Kindergarten	K.RF.1a	Follow words from left to right, top to bottom, and page by page.	1	1	2	1	1	6	Essential
ELA	Kindergarten	K.RF.1b	Recognize that spoken words are represented in written language by specific sequences of letters.	1	1	2	1	1	6	Essential

Step 2 - Standards Assessed

Once you complete the essential standard R.E.A.L. process for your content area(s), we want you to identify what unit/chapter those ESSENTIAL and IMPORTANT standards are assessed during the school year. Those columns are already marked as units on the same standards documents (found on the right side), but you can change to "chapter", book study, or whatever best reflects how your curriculum is set up. You can denote the unit/chapter by putting an "x" in that box. An essential or important standard can be assessed in several units/chapters.

- A. Essential Standards: Guaranteed to be learned by ALL students.
 - a. Assessed formatively and likely to appear on quizzes and/or chapter tests.
 - b. Included on interim assessments.
 - c. Reteaching extends beyond the chapter/unit.
 - d. Eventual demonstration of proficiency may be used to earn credit in a standards-based grading system.
- B. Important Standards: Guaranteed to be taught to ALL students.
 - a. Assessed formatively and likely to appear on quizzes and/or chapter tests.
 - b. Not typically included on the interim assessments.
 - c. Reteaching usually ends at the end of the chapter/unit.
- C. Nice to Know Standards: Taught to SOME students.
 - a. Taught in a specialized class or used to provide enrichment.
 - b. Assessment limited to those students.

Common Core Standard	Nice to Know (0-2pts)	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Know and apply grade-level phonics and word analysis skills in decoding words.	E		x					x	x
Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	E		x						
Read with sufficient accuracy and fluency to support comprehension.	E							x	

Step 3 - Assessments

“Standards are meaningless until you define how to assess them. Because of this, assessments are the starting point for instruction, not the end.” (Bambrick-Santoyo, Driven by Data, 2010). Reliable, valid, and instructionally relevant assessments include the following:

- Screening Measures: Assessment tools designed to collect data for the purpose of measuring the effectiveness of core instruction and identifying students needing more intensive interventions and support.
- Diagnostic Measures: Formal or informal assessment tools that measure skill strengths and weaknesses, identify skills in need of improvement, and assist in determining why a problem is occurring.
- Progress Monitoring Measures: Ongoing assessment conducted for the purpose of guiding instruction, monitoring student progress, and evaluating instruction/intervention effectiveness.
- Formative Measures: Ongoing assessment embedded within effective teaching to guide instructional decisions.

