

What do students need to know and be able to do?

- (1) Select Essential Standards
 - (a) REAL Criteria
 - (b) Real Data
- (2) Instructional Unit Planning
 - (a) Learning Targets / Success Criteria
 - (b) Common Assessments
 - (c) Proficiency Calibration

Identify and Celebrate

- Strategies that Worked
- Students that need T3 support
- Successes / Gap Closing

Instructional Cycle for Responsive Teaching

Pre-Assessment of Skills

- Pre-Assess
- Score / Analyze
- Plan for Instruction

Check On Rigor

- Example: SBA Interim Assessment

Instruction, Practice, and Student Collaboration

- Surface → Transfer → Deep
- Focused on specific Target or group of Targets

Common End of Unit Assessment

- Full Essential Standard Assessed

Common Formative Assessment

- "Learning Check-up"
- 1st Attempt Below:
 - Schedule Re-Teach or Flex Day
- 1st Attempt Met:
 - Extension
- Graded Event: 2nd Learning Check

Hawk Time (T2)

- Intervention on non-met Targets from Formative Assessments
- Extension for students who met, for ongoing Level 4 opportunity