Standards-Based Instruction/Evidence-Based Reporting Phases

Phase 1: Setting the Foundation for EBR
- ☐ Course Enduring Skills & Proficiency Scales created
- ☐ ELOs are identified and prioritized (state standards)
- ☐ Course Overview/Syllabus created using the EBR Template
- ☐ PLC schedule, goals, and notes with an outcome of analyzing student data

Phase 2: Common Assessment
- ☐ Common Formative Assessments aligned with proficiency scales and success criteria
- ☐ Common District Summative Assessments aligned with proficiency scales and success criteria
- ☐ Unit Framers Completed with Student Exemplars for Levels 3,4

Phase 3: Implementation of Proficiency-Based Methods
- ☐ EBR Feedback to improve student achievement and growth
- ☐ Students track progress and self-assess on Enduring Skills/ELOs
- ☐ Calibration of common assessments
- ☐ Collection of Data to inform and drive instruction

Phase 4: Scaffolding & Differentiation
- ☐ PLC group understands differences between accommodations & modifications
- ☐ Accommodated and modified activities and assessments
- ☐ Differentiate instruction based on student proficiency levels

Phase 5: Evidence-Based Reporting
- ☐ Report EBR Proficiency/Grades in PowerSchool
- ☐ Knowledge of Bi-Modal Matrix and when to account for recent evidence
- ☐ Communicate progress and proficiency to stakeholders

Phase 6: Revisit, Revise, and Recommit
- ☐ Revisit the previous phases
- ☐ Revise and make necessary updates and changes rooted in data and reflection
- ☐ Recommit to the process

*Phases are sequential; however, components may intersect.