

Providing Pathways to Excellence for Each Student

UNWRAP A STANDARD: WHAT DO STUDENTS HAVE TO KNOW AND BE ABLE TO DO?

Domain:

Domain/Reporting Category Weight (if applicable):

Standard:

Performance/Achievement Level Descriptors

Emerging (1)	Developing (2)	Proficient (3)	Distinguished (4)

BUILDING BACKGROUND KNOWLEDGE AND SKILLS: FLASHBACK STANDARD

Standard:

EXTENDING KNOWLEDGE AND SKILLS: PREVIEW STANDARD

Standard:

Standard Analysis

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

ESSENTIAL KNOWLEDGE/CONCEPTS <i>What Do Students Need to Know/Understand?</i> List the underlined nouns.	ESSENTIAL SKILLS <i>What Do Students Need to Be Able to Do?</i> List the circled (or italicized) verbs.
WONDER QUESTIONS <i>How can we capture student wonder?</i> *Including open-ended and 'second' questions ○	DOK LEVEL Level of content complexity rather than content difficulty.
LEARNING TARGETS ALIGNED TO THE STANDARD <i>What are the daily, lesson sized Learning Targets that students will work towards? Break the Standard down to Learning Target Statements. I am learning about (concept) or, I am learning to (Skill)</i>	
SUCCESS CRITERIA ALIGNED TO THE LEARNING TARGETS <i>How will students demonstrate success toward the Learning Targets? What will they say or do to demonstrate success?</i> I can... I can... I can...	
EVIDENCE OF STUDENT UNDERSTANDING? <i>How will we know when they know it? How will we encourage each student to try?</i> <ul style="list-style-type: none"> ○ Exit Ticket (daily check for understanding) ○ Diagnostic Formative Assessment (DFA) (check for understanding of a standard) ○ Common Formative Assessment (CFA) 	
INSTRUCTIONAL STRATEGIES/STUDENT ENGAGEMENT? <i>What will we do to help them know/understand/can do it? How will each student be engaged and thinking?</i>	
ADDITIONAL SUPPORT AND EXTENSION <i>What will we do for students who still don't know it? What will we do for students who already know it?</i>	