

**Figure 3.4: Guiding Questions for Leaders and Teams**

Critical question one: What do we want students to know and be able to do?	Critical question two: How will we know if they have learned it?
<ul style="list-style-type: none"> <li>• What priority standard is this planning or assessment focused on?</li> <li>• Are we truly planning from essential skills and concepts?</li> <li>• Where does this standard fit in the overall plan for the year or unit?</li> <li>• Let's review the unpacked standard. What knowledge and skills are packed into the overall standard? Do we understand the standard?</li> <li>• Are we focused on one specific learning target or several today?</li> <li>• Have we discussed the prerequisite skills students need to have mastered? Are we planning to scaffold the learning?</li> <li>• Do we know what to expect for grade-level proficiency? Is it rigorous enough?</li> <li>• How do we know what level of rigor this represents?</li> <li>• How are we planning instruction to align with the level of rigor in the standard?</li> <li>• Do we need to look at the curriculum resources to find good instructional strategies or suggestions?</li> <li>• Are we going too slow with the instructional plan and not getting to the rigorous skills quick enough or leaving them out?</li> <li>• How will we share the learning expectations and goals with students?</li> </ul>	<ul style="list-style-type: none"> <li>• Let's review the assessment plan. Did everyone assess using the same formative assessments? Summative assessments?</li> <li>• Did we do a preassessment? Why or why not?</li> <li>• Do we have grade-level proficiency clearly aligned with the rigor of the standard? Are we setting goals too low? Too high?</li> <li>• Did we involve students in understanding why they are being assessed this way and what is expected in the rubric and scoring guide?</li> <li>• Did we plan several formative checks for understanding? Why or why not?</li> <li>• Do our assessment questions align with the level of rigor in the unpacked standard?</li> <li>• What have we learned from previous formative assessments?</li> <li>• Did we try to assess too much? Too little?</li> <li>• Are our assessment data giving us information that really tells us what the students can or cannot do?</li> <li>• Did we really focus on essential skills and concepts?</li> <li>• What are we seeing as root causes for student deficits in the categories close to proficient and far from proficient?</li> <li>• Can you break the root causes down more? What skills are really missing?</li> <li>• Do we need to redo this assessment with more time? Different questions? More instruction?</li> <li>• Do all students need to be reassessed? Why or why not? Who does or does not?</li> <li>• Are we using our curriculum and state assessment resources? Exit tickets? Suggested questions?</li> <li>• Are we using practice assessments and questions from the state assessments? As a team?</li> </ul>

<b>Critical question three: What will we do when students have not learned?</b>	<b>Critical question four: What will we do to extend learning when students have already learned it?</b>
<ul style="list-style-type: none"> <li>• What specific skills and concepts have we identified students are missing in each performance group?</li> <li>• What is an effective strategy that we could use to teach or support one of these missing skills?</li> <li>• How will we involve the students in owning this learning?</li> <li>• How will we share the data, and what do we need to do differently with students?</li> <li>• What actions do we need to take as a team?</li> <li>• How can we group students for core instructional time to support learning of skills and concepts by those who need it?</li> <li>• What can I find to help you do this work?</li> <li>• Do we need to look at resources and curriculum for different ways to teach and support this skill?</li> <li>• Are our lessons engaging enough for students? Are they just bored?</li> <li>• What can we do differently? Not just a redo?</li> <li>• Are we specifically discussing adult actions and instructional strategies versus things like activities, worksheets, and so on?</li> <li>• How quickly can we reassess?</li> <li>• How will students self-report on this learning?</li> <li>• What does the team need to do now (after a reassessment)?</li> <li>• How can we move on with many students but still expect other students to continue to develop these essential skills?</li> </ul>	<ul style="list-style-type: none"> <li>• How will we know if students have already learned the content and skills we are about to teach?</li> <li>• Have we considered informal and formal ways to preassess students to gain this knowledge before instruction begins?</li> <li>• Do we have a common understanding of what proficiency looks like so we can accurately determine who needs extension?</li> <li>• Do we regularly include extension opportunities in instruction and assessment?</li> <li>• Do we need to learn more together about the best ways to extend learning for students in each subject?</li> <li>• How can we group students for core instructional time to extend learning for students who need it?</li> <li>• How can we use intervention time to address extension opportunities for students?</li> <li>• Are we specifically discussing adult actions and instructional strategies versus things like activities, worksheets, and so on?</li> </ul>