

**THE ACCOUNT IS
DEPLETED,**

HOW CAN I DO IT ALL?



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HOW CAN I DO IT ALL?

- Similar to our daily life, educators are tasked to make great things happen with limited time, resources and energy.
- This session will dive into ideas and strategies to help educators prioritize what is needed for student learning.

LINKING ASSESSMENT WITH LEARNING

TARGET #1

Attendees will be able to reflect on their current practices and determine areas for growth.

TARGET #2

Attendees will be able to analyze, prioritize, and unwrap standards to more effectively meet the needs of their students.

TARGET #3

Attendees will be able to begin developing plans to implement structures and systems to better identify and respond to students that need intervention and extension.

DAILY LIFE

“IF EVERYTHING IS
IMPORTANT,
THEN NOTHING IS.”

— *Patrick M. Lencioni*



SOMETHING'S GOTTA GIVE!

PERSONAL EXAMPLES

- **HOUSEHOLD BILLS**
- **HOUSEHOLD CHORES**
- **KIDS SCHEDULES**
- **“FREE” TIME**
- **WORK**

PROFESSIONAL EXAMPLES

- **CLASSROOM VISITS**
- **STUDENT DISCIPLINE**
- **CAFETERIA**
- **CONSULTING SCHEDULE**
- **DOCTORATE CLASSES**

Student Success

Cultural Awareness & Responsiveness

Social/Emotional Learning

Standards & Resources

Poverty & Language Barriers

Intervention & Extension

Behavioral Expectations

School & Classroom Culture

Technology & Integration

Professional Development

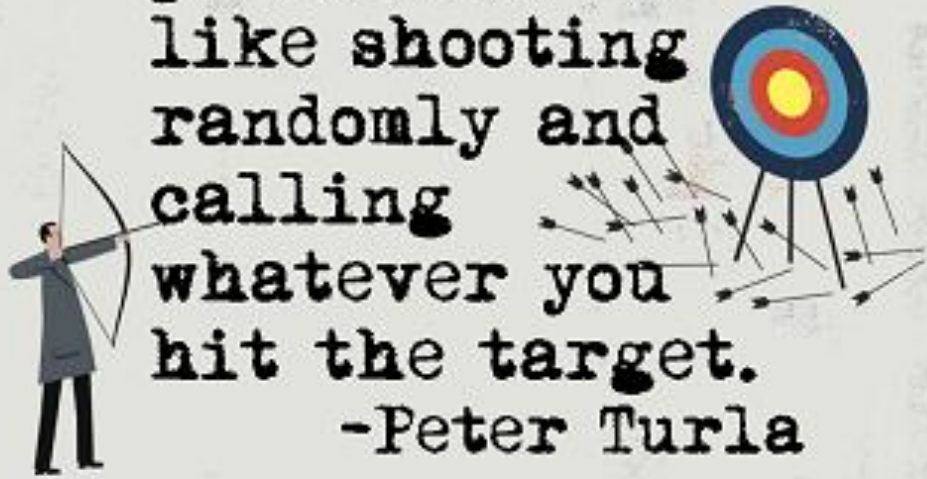
Family & Community Engagement

Committee Work

Continuing Education

Collaboration

Managing your
time without
setting
priorities is
like shooting
randomly and
calling
whatever you
hit the target.
-Peter Turla



Let's Talk About Work | Work Word of the Day
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COVEY'S TIME MANAGEMENT MATRIX

	<i>Urgent</i>	<i>Not Urgent</i>
<i>Important</i>	1	2
<i>Not Important</i>	3	4

Quadrant 1: Important and Urgent. These tasks should be our first priority. They go at the top of your to-do list. They are important, and they must be done today.

Quadrant 2: Important But Not Urgent. These are the “tomorrow” tasks that Scott speaks about. They should be our second priority, because if we don’t do them, we will face the consequences in the future.

Quadrant 3: Urgent But Not Important. These are those tasks that are urgent to someone else, but they are not important to us. They should be our third priority. Frankly, much of the email we receive and social media falls into this quadrant.

Quadrant 4: Not Urgent and Not Important. These should simply be deleted from our daily task list. They are simply a distraction that keeps us from accomplishing those items in the first two quadrants.

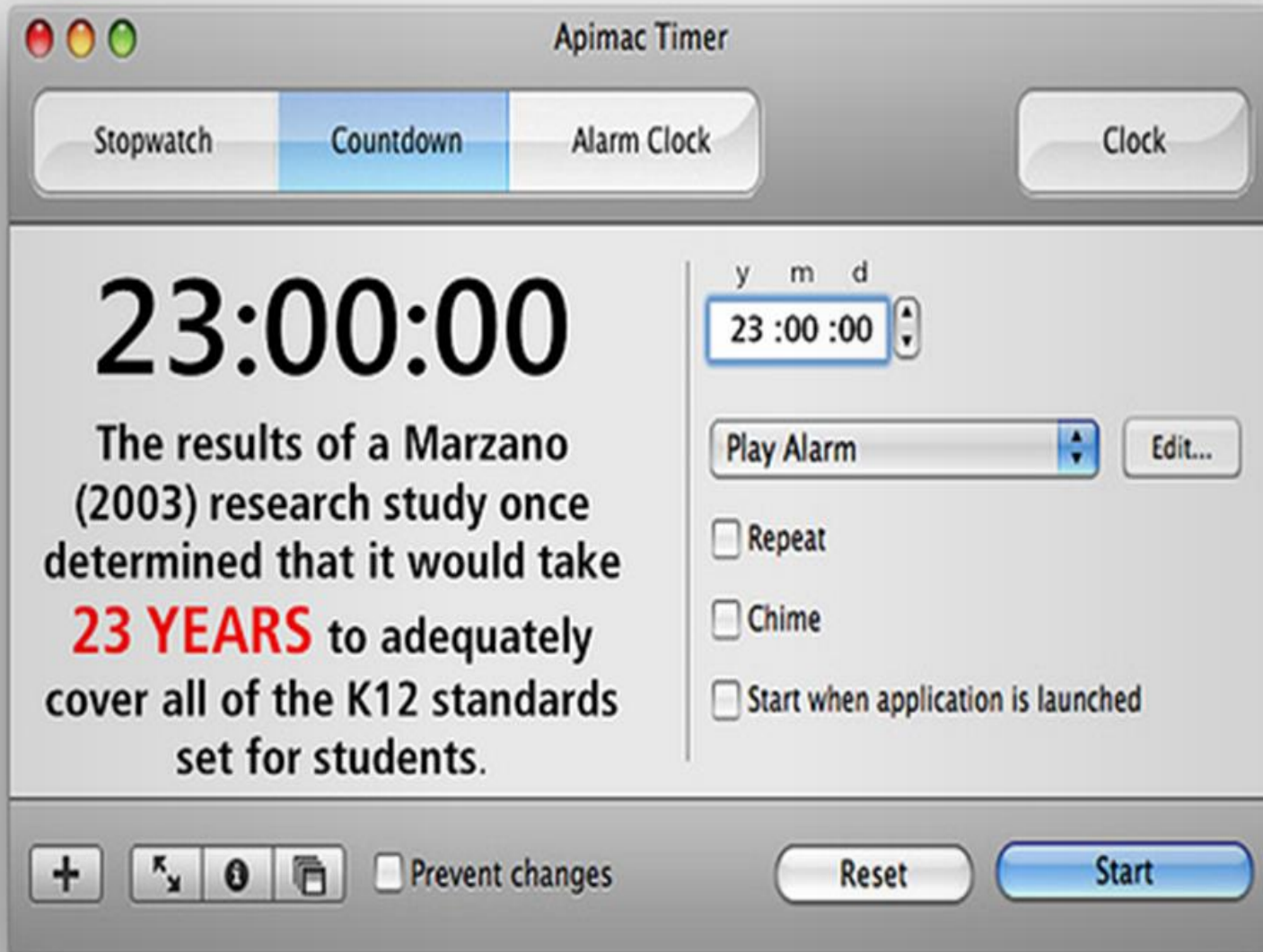
Stephen Covey’s book, ***First Things First***.

Framework for deciding whether or not a task is urgent, important or some combination thereof.

We should prioritize our daily task list by determining which quadrant it is in.

GUARANTEED & VIABLE CURRICULUM

A guaranteed and viable curriculum **ensures** that all students have an equal opportunity to learn. Each student will have access to an effective or highly effective teacher, and **access** to the same content, knowledge and skills in each section or class.



Gradual Increase in Rigor

Grade 5 students:

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Grade 4 students:

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Grade 3 students:

Key Ideas and Details

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Grade 2 students:

1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

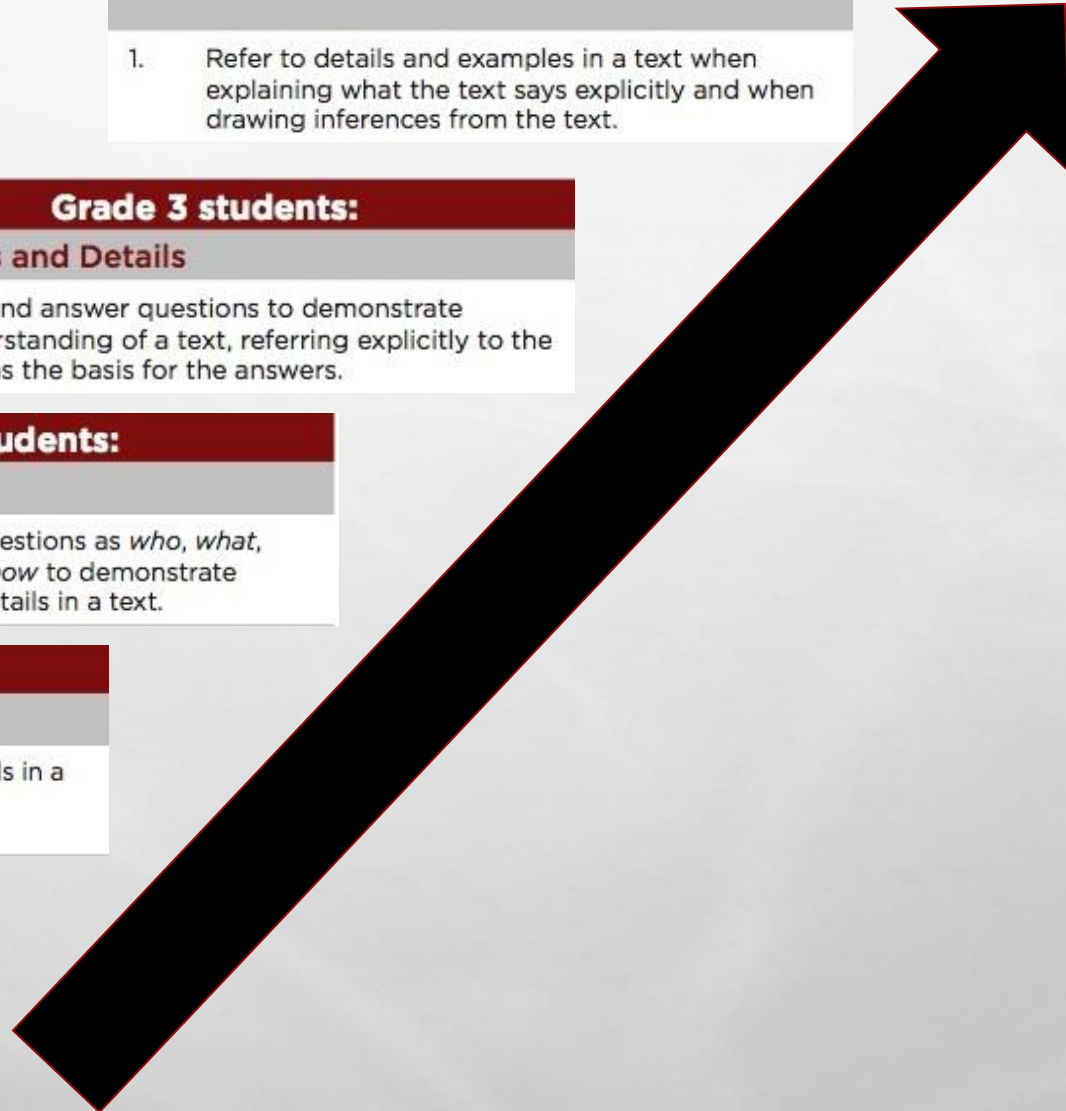
Grade 1 students:

1. Ask and answer questions about key details in a text.

Kindergartners:

Key Ideas and Details

1. With prompting and support, ask and answer questions about key details in a text.



Gradual Increase in Rigor

Grades 11-12 students:

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Grades 9-10 students:

Key Ideas and Details

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Grade 8 students:

1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Grade 7 students:

1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Grade 6 students:

Key Ideas and Details

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.



GUARANTEED CURRICULUM

Every student is provided the opportunity to learn a core curriculum which provides them with the probability of success in school.

- **HOW IS THIS DONE? DISCUSS**

VIABLE CURRICULUM

Schools make sure that the necessary time is available and protected so students will be able to learn the guaranteed curriculum.

- **HOW IS THIS DONE? DISCUSS**

GUARANTEED AND VIABLE CURRICULUM

- Guaranteed or Educational Lottery??
- Who wins when we attempt to cram 22 years of curriculum into a K-12 timeframe?

”Left to their own professional opinions when faced with the task of narrowing a voluminous number of student learning outcomes, educators naturally pick and choose those they know best, like best, the ones for which they have materials and lesson plans or activities, and those most likely to appear on state tests.”

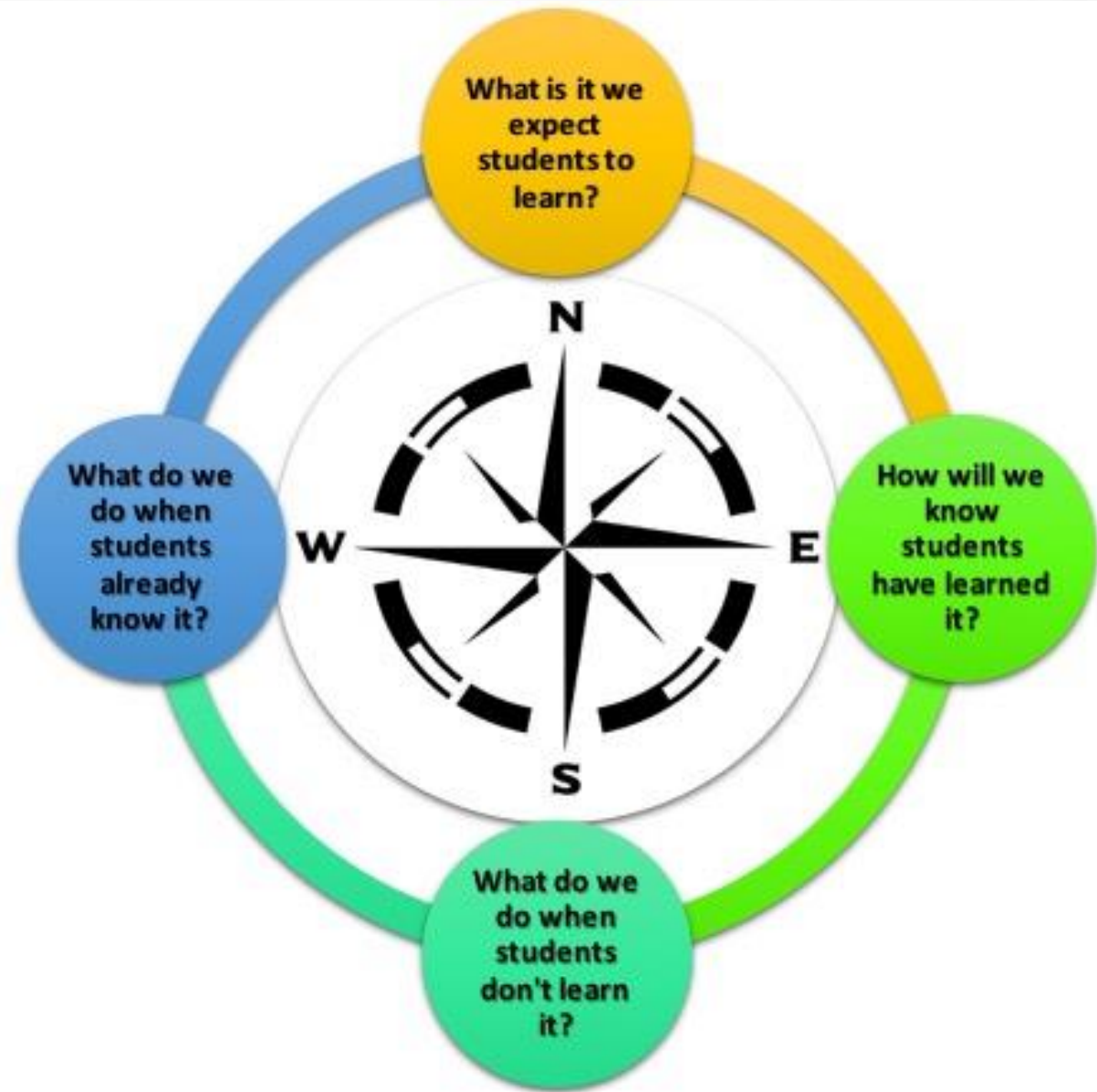
IDENTIFY ESSENTIAL STANDARDS FOR EACH GRADE LEVEL OR COURSE



Creating a guaranteed, viable curriculum is the **number-one factor for increased levels of learning.**

*(Marzano, *What Works in Schools: Translating Research Into Action*, 2003)*

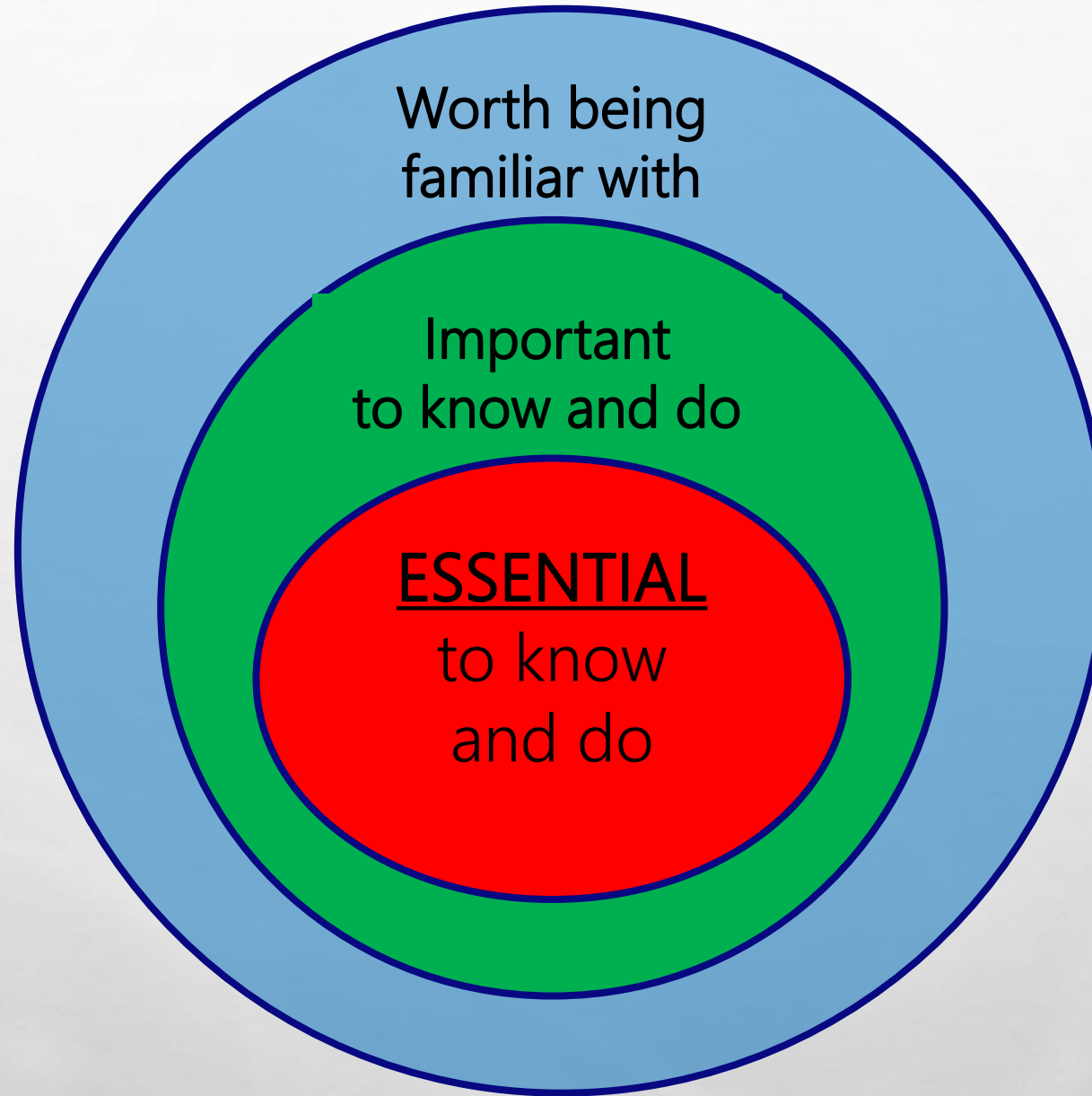
Moral Compass of Student Learning



GUARANTEED CURRICULUM?

- The intended curriculum and implemented curriculum are likely two different things.
- Most district-created curriculum is “well-intentioned fiction.”

—Jacobs, *Mapping the Big Picture: Integrating Curriculum and Assessment K–12* (1997)



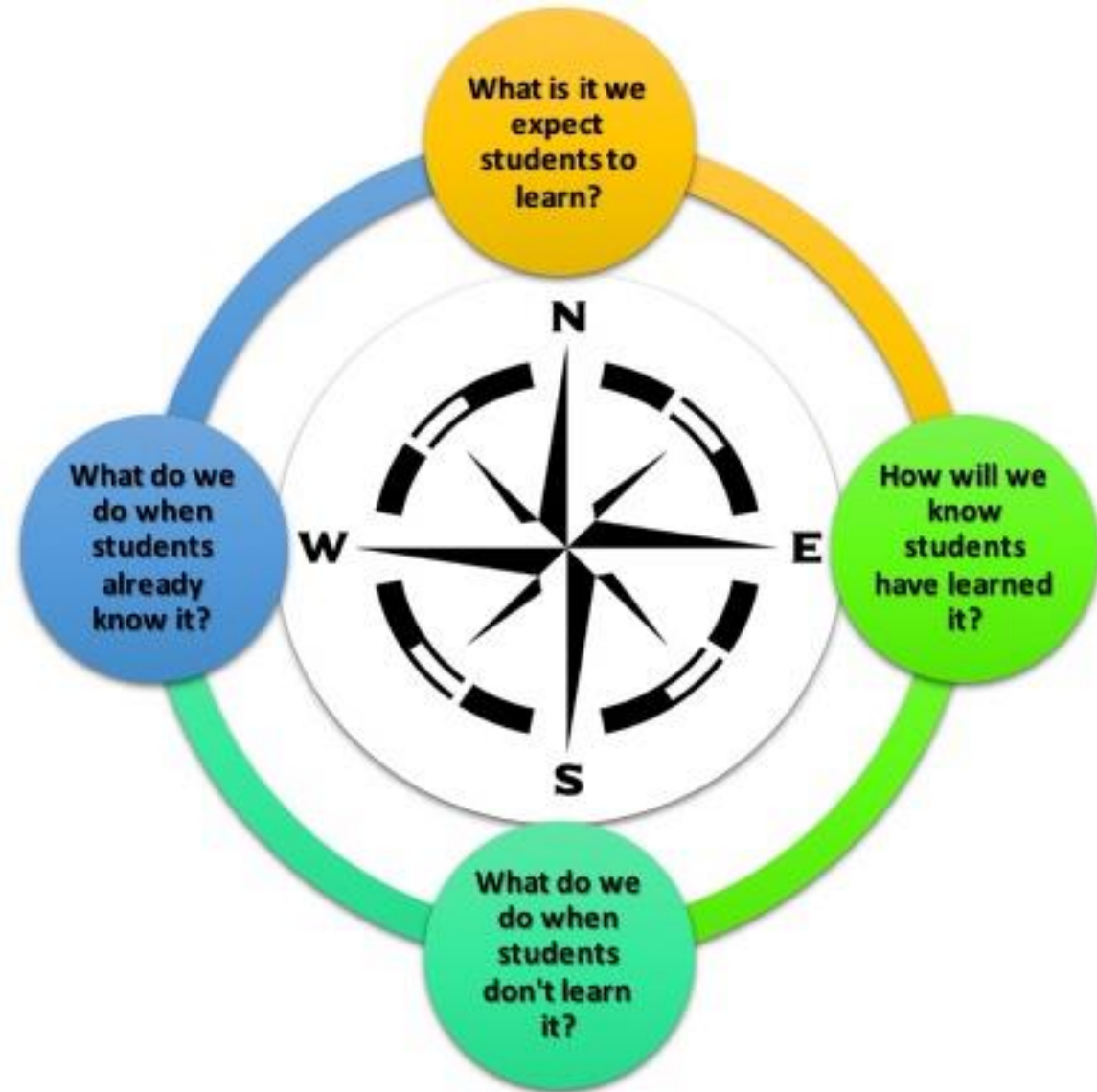
(Wiggins & McTighe,
Understanding by Design,
1998)

“Nice to Know”

Versus

“Got to Know”

PLCs



A school that functions as a Professional Learning Community defines its purpose and focuses upon ensuring that all students learn rather than ensuring all students are taught.

**Teaching and learning are not synonyms.
Just because it was taught, doesn't mean it was learned.**

OVER

SC



TEACHER	PERIOD 1	PERIOD 2	PERIOD 3	PERIOD 4	PERIOD 5	PERIOD 6	TEACHER	PERIOD 1	PERIOD 2	PERIOD 3	PERIOD 4	PERIOD 5	PERIOD 6	TEACHER	PERIOD 1	PERIOD 2	PERIOD 3	PERIOD 4	PERIOD 5	PERIOD 6	TEACHER	PERIOD 1	PERIOD 2	PERIOD 3	PERIOD 4	PERIOD 5	PERIOD 6
CHEN KENY 119	GOV & ECON	WD HIST/GEOG	WD HIST/GEOG	ES HIST/GEOG	SR HIGH AV 11-12		BAILEY JANICE 8-6	PREP	ENG LANART	ENG SCIENCE	ENG MATH	ENG SOC STE		BAILEY JANICE 8-6	PREP	ENG LANART	ENG SCIENCE	ENG MATH	ENG SOC STE		BAILEY JANICE 8-6	PREP	ENG LANART	ENG SCIENCE	ENG MATH	ENG SOC STE	
HUFF JODI 21	PREP	ES HIST/GEOG	ES HIST/GEOG	HR ISHIST & GEOG	ES HIST/GEOG		BAILEY JANICE 8-6	PREP	ENG LANART	ENG SCIENCE	ENG MATH	ENG SOC STE		BAILEY JANICE 8-6	PREP	ENG LANART	ENG SCIENCE	ENG MATH	ENG SOC STE		BAILEY JANICE 8-6	PREP	ENG LANART	ENG SCIENCE	ENG MATH	ENG SOC STE	
HENDRICK TALENTA 301	AP PSYCH	ES HIST/GEOG	PREP	ES HIST/GEOG	WD HIST/GEOG		BAILEY JANICE 8-6	PREP	ENG LANART	ENG SCIENCE	ENG MATH	ENG SOC STE		BAILEY JANICE 8-6	PREP	ENG LANART	ENG SCIENCE	ENG MATH	ENG SOC STE		BAILEY JANICE 8-6	PREP	ENG LANART	ENG SCIENCE	ENG MATH	ENG SOC STE	
HUGLI HEIDI 8-20	WD HIST/GEOG	PREP	ES HIST/GEOG	ES HIST/GEOG			BAILEY JANICE 8-6	PREP	ENG LANART	ENG SCIENCE	ENG MATH	ENG SOC STE		BAILEY JANICE 8-6	PREP	ENG LANART	ENG SCIENCE	ENG MATH	ENG SOC STE		BAILEY JANICE 8-6	PREP	ENG LANART	ENG SCIENCE	ENG MATH	ENG SOC STE	
LENA CARL 8-1							BAILEY JANICE 8-6	PREP	ENG LANART	ENG SCIENCE	ENG MATH	ENG SOC STE		BAILEY JANICE 8-6	PREP	ENG LANART	ENG SCIENCE	ENG MATH	ENG SOC STE		BAILEY JANICE 8-6	PREP	ENG LANART	ENG SCIENCE	ENG MATH	ENG SOC STE	
NOAKES MADELINE 8-100							BAILEY JANICE 8-6	PREP	ENG LANART	ENG SCIENCE	ENG MATH	ENG SOC STE		BAILEY JANICE 8-6	PREP	ENG LANART	ENG SCIENCE	ENG MATH	ENG SOC STE		BAILEY JANICE 8-6	PREP	ENG LANART	ENG SCIENCE	ENG MATH	ENG SOC STE	
PRUDEN MATT 289	AP WLD HIST SM	AP GOV & ECON	PREP	AP WLD HIST	GLOPED		BAILEY JANICE 8-6	PREP	ENG LANART	ENG SCIENCE	ENG MATH	ENG SOC STE		BAILEY JANICE 8-6	PREP	ENG LANART	ENG SCIENCE	ENG MATH	ENG SOC STE		BAILEY JANICE 8-6	PREP	ENG LANART	ENG SCIENCE	ENG MATH	ENG SOC STE	
RAINS JUNE 498							BAILEY JANICE 8-6	PREP	ENG LANART	ENG SCIENCE	ENG MATH	ENG SOC STE		BAILEY JANICE 8-6	PREP	ENG LANART	ENG SCIENCE	ENG MATH	ENG SOC STE		BAILEY JANICE 8-6	PREP	ENG LANART	ENG SCIENCE	ENG MATH	ENG SOC STE	
SHAFFER DAMON 400	ES HIST/GEOG	WD HIST/GEOG	HR ISHIST & GEOG	WD HIST/GEOG	PREP		BAILEY JANICE 8-6	PREP	ENG LANART	ENG SCIENCE	ENG MATH	ENG SOC STE		BAILEY JANICE 8-6	PREP	ENG LANART	ENG SCIENCE	ENG MATH	ENG SOC STE		BAILEY JANICE 8-6	PREP	ENG LANART	ENG SCIENCE	ENG MATH	ENG SOC STE	
SWANSON SANDRA 116	HR ISHIST & GEOG	AP US HIST	AP US HIST SM	AP US HIST	AP ART HIST		BAILEY JANICE 8-6	PREP	ENG LANART	ENG SCIENCE	ENG MATH	ENG SOC STE		BAILEY JANICE 8-6	PREP	ENG LANART	ENG SCIENCE	ENG MATH	ENG SOC STE		BAILEY JANICE 8-6	PREP	ENG LANART	ENG SCIENCE	ENG MATH	ENG SOC STE	
THOMAS KAREN 113	ADV WLD HIST/GEOG	PREP	ADV WLD HIST/GEOG	ADV WLD HIST/GEOG	AP WLD HIST		BAILEY JANICE 8-6	PREP	ENG LANART	ENG SCIENCE	ENG MATH	ENG SOC STE		BAILEY JANICE 8-6	PREP	ENG LANART	ENG SCIENCE	ENG MATH	ENG SOC STE		BAILEY JANICE 8-6	PREP	ENG LANART	ENG SCIENCE	ENG MATH	ENG SOC STE	
WILSON CELESTE 309	GOV & ECON	ADV WLD HIST/GEOG	PREP	GOV & ECON	GOV & ECON		BAILEY JANICE 8-6	PREP	ENG LANART	ENG SCIENCE	ENG MATH	ENG SOC STE		BAILEY JANICE 8-6	PREP	ENG LANART	ENG SCIENCE	ENG MATH	ENG SOC STE		BAILEY JANICE 8-6	PREP	ENG LANART	ENG SCIENCE	ENG MATH	ENG SOC STE	
WINSTON GREG 8-14	WD HIST/GEOG	GOV & ECON	GOV & ECON	PREP	GOV & ECON		BAILEY JANICE 8-6	PREP	ENG LANART	ENG SCIENCE	ENG MATH	ENG SOC STE		BAILEY JANICE 8-6	PREP	ENG LANART	ENG SCIENCE	ENG MATH	ENG SOC STE		BAILEY JANICE 8-6	PREP	ENG LANART	ENG SCIENCE	ENG MATH	ENG SOC STE	
TEACHER	PERIOD 1	PERIOD 2	PERIOD 3	PERIOD 4	PERIOD 5		TEACHER	PERIOD 1	PERIOD 2	PERIOD 3	PERIOD 4	PERIOD 5		TEACHER	PERIOD 1	PERIOD 2	PERIOD 3	PERIOD 4	PERIOD 5		TEACHER	PERIOD 1	PERIOD 2	PERIOD 3	PERIOD 4	PERIOD 5	
BAILEY JANICE 8-6	PREP	ENG LANART	ENG SCIENCE	ENG MATH	ENG SOC STE		BAILEY JANICE 8-6	PREP	ENG LANART	ENG SCIENCE	ENG MATH	ENG SOC STE		BAILEY JANICE 8-6	PREP	ENG LANART	ENG SCIENCE	ENG MATH	ENG SOC STE		BAILEY JANICE 8-6	PREP	ENG LANART	ENG SCIENCE	ENG MATH	ENG SOC STE	
HANSEN CYNTHIA 122, 206, 3-4, 216	READ LAB	PREP	ENGLISH 2	READ LAB	RESOURCE		BAILEY JANICE 8-6	PREP	ENG LANART	ENG SCIENCE	ENG MATH	ENG SOC STE		BAILEY JANICE 8-6	PREP	ENG LANART	ENG SCIENCE	ENG MATH	ENG SOC STE		BAILEY JANICE 8-6	PREP	ENG LANART	ENG SCIENCE	ENG MATH	ENG SOC STE	
BOOTHBY KATHLEEN 8-6	APPLIED ENG 11/12	APPLIED ENG 9/18	APPLIED ENG 8/18	PREP	APPLIED ENG 11/12		BAILEY JANICE 8-6	PREP	ENG LANART	ENG SCIENCE	ENG MATH	ENG SOC STE		BAILEY JANICE 8-6	PREP	ENG LANART	ENG SCIENCE	ENG MATH	ENG SOC STE		BAILEY JANICE 8-6	PREP	ENG LANART	ENG SCIENCE	ENG MATH	ENG SOC STE	
BROWN STEVE 411	ANNT DE			PREP	APPLIED ENG 11/12		BAILEY JANICE 8-6	PREP	ENG LANART	ENG SCIENCE	ENG MATH	ENG SOC STE		BAILEY JANICE 8-6	PREP	ENG LANART	ENG SCIENCE	ENG MATH	ENG SOC STE		BAILEY JANICE 8-6	PREP	ENG LANART	ENG SCIENCE	ENG MATH	ENG SOC STE	
CHERNOPORE GREG 208, 414, 507	ALG EX 9	CHEMISTS 8-2	PREP	APPLIED MATH 9/10	APPLIED MATH 11/12		BAILEY JANICE 8-6	PREP	ENG LANART	ENG SCIENCE	ENG MATH	ENG SOC STE		BAILEY JANICE 8-6	PREP	ENG LANART	ENG SCIENCE	ENG MATH	ENG SOC STE		BAILEY JANICE 8-6	PREP	ENG LANART	ENG SCIENCE	ENG MATH	ENG SOC STE	
CROFT KEN 121, 287, 3-4, 122, 302	AM LIT 207	BIOLOGY 5-2	TRANS SKILLS 9-12	PREP	APPLIED HIST 8-10		BAILEY JANICE 8-6	PREP	ENG LANART	ENG SCIENCE	ENG MATH	ENG SOC STE		BAILEY JANICE 8-6	PREP	ENG LANART	ENG SCIENCE	ENG MATH	ENG SOC STE		BAILEY JANICE 8-6	PREP	ENG LANART	ENG SCIENCE	ENG MATH	ENG SOC STE	
ESAUDEA CHARON 208, 209, 287, 3-2, 3-22	ENGLISH 1/2	BIOLOGY 5-2	PREP	EARTH SCI 312	EARTH SCI 312		BAILEY JANICE 8-6	PREP	ENG LANART	ENG SCIENCE	ENG MATH	ENG SOC STE		BAILEY JANICE 8-6	PREP	ENG LANART	ENG SCIENCE	ENG MATH	ENG SOC STE		BAILEY JANICE 8-6	PREP	ENG LANART	ENG SCIENCE	ENG MATH	ENG SOC STE	
FRASER JASON 302, 401, 9-10, 9-4, 9-7	PREP	CON VOC LT	RESOURCE	ALG EX 9	BIOLOGY 5-2		BAILEY JANICE 8-6	PREP	ENG LANART	ENG SCIENCE	ENG MATH	ENG SOC STE		BAILEY JANICE 8-6	PREP	ENG LANART	ENG SCIENCE	ENG MATH	ENG SOC STE		BAILEY JANICE 8-6	PREP	ENG LANART	ENG SCIENCE	ENG MATH	ENG SOC STE	
GEROUCHE VINCE 411	FNC LANART	TRANS SKILLS	FNC 5				BAILEY JANICE 8-6	PREP	ENG LANART	ENG SCIENCE	ENG MATH	ENG SOC STE		BAILEY JANICE 8-6	PREP	ENG LANART	ENG SCIENCE	ENG MATH	ENG SOC STE		BAILEY JANICE 8-6	PREP	ENG LANART	ENG SCIENCE	ENG MATH	ENG SOC STE	
KEANAN CHERI 8-17, 8-7	PREP	TRANS SKILLS	FNC 5				BAILEY JANICE 8-6	PREP	ENG LANART	ENG SCIENCE	ENG MATH	ENG SOC STE		BAILEY JANICE 8-6	PREP	ENG LANART	ENG SCIENCE	ENG MATH	ENG SOC STE		BAILEY JANICE 8-6	PREP	ENG LANART	ENG SCIENCE	ENG MATH	ENG SOC STE	
LINCOLN LINDA 208, 419, 484, 122	PREP						BAILEY JANICE 8-6	PREP	ENG LANART	ENG SCIENCE	ENG MATH	ENG SOC STE		BAILEY JANICE 8-6	PREP	ENG LANART	ENG SCIENCE	ENG MATH	ENG SOC STE		BAILEY JANICE 8-6	PREP	ENG LANART	ENG SCIENCE	ENG MATH	ENG SOC STE	
MCGLEN JO 8-15, 318	APPLIED SCI 9/18	TRANS SKILLS					BAILEY JANICE 8-6	PREP	ENG LANART	ENG SCIENCE	ENG MATH	ENG SOC STE		BAILEY JANICE 8-6	PREP	ENG LANART	ENG SCIENCE	ENG MATH	ENG SOC STE		BAILEY JANICE 8-6	PREP	ENG LANART	ENG SCIENCE	ENG MATH	ENG SOC STE	
SARRELLOS NICOLI 122, 208, 122, 3-2	PREP						BAILEY JANICE 8-6	PREP	ENG LANART	ENG SCIENCE	ENG MATH	ENG SOC STE		BAILEY JANICE 8-6	PREP	ENG LANART	ENG SCIENCE	ENG MATH	ENG SOC STE		BAILEY JANICE 8-6	PREP	ENG LANART	ENG SCIENCE	ENG MATH	ENG SOC STE	
WILSON CINDY 208, 3-19, 8-4	PREP						BAILEY JANICE 8-6	PREP	ENG LANART	ENG SCIENCE	ENG MATH	ENG SOC STE		BAILEY JANICE 8-6	PREP	ENG LANART	ENG SCIENCE	ENG MATH	ENG SOC STE		BAILEY JANICE 8-6	PREP	ENG LANART	ENG SCIENCE	ENG MATH	ENG SOC STE	
WOLFSON JOAN							BAILEY JANICE 8-6	PREP	ENG LANART	ENG SCIENCE	ENG MATH	ENG SOC STE		BAILEY JANICE 8-6	PREP	ENG LANART	ENG SCIENCE	ENG MATH	ENG SOC STE		BAILEY JANICE 8-6	PREP	ENG LANART	ENG SCIENCE	ENG MATH	ENG SOC STE	

Top performers

12/03/2008

FORMULA FOR LEARNING

$$TI + T = L$$

Targeted Instruction + Time = Learning

TRADITIONAL SCHOOLS

$$TI + T = L$$

Targeted Instruction + Time = Learning



Constant + Constant = Variable

"GREAT" SCHOOLS

$$TI + T = L$$

Targeted Instruction + Time = Learning

Variable + Variable = Constant

(Bloom, "Learning for Mastery," *Evaluation Comment*, 1968; Guskey & Pigott, "Research on Group-Based Mastery Learning Programs: A Meta-Analysis," *Journal of Educational Research*, 1988)

WHY???



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You must get down to ...

Student by student,

Standard by standard,

Target by target

Whole Group

ALL STANDARDS

Powered Standards

Learning Targets

**Core Instruction =
Tier 1**

CFAs

**WIN Time =
Intervention &
Extension**

Individual Needs

Tier 1

Tier 3



R.E.A.L.

Readiness: This standard provides students with essential knowledge and skills necessary for success in the next unit or grade level.

Endurance: This standard provides students with knowledge and skills that are useful beyond a single test or unit of study.

Assessed: Standards selected under this criterion are those that will be assessed on upcoming state, national and classroom assessments.

Leverage: This standard will provide students with the knowledge and skills that will be of value in multiple subjects.

PRIORITY (POWERED) STANDARDS

Standard:		Power Standard? Yes No			
Teacher Input	Endurance	Leverage	Readiness	State Test	
Yes No	Yes No	Yes No	Yes No	Yes	No
My reasoning:	My reasoning:	My reasoning:	My reasoning:	My reasoning:	

UNWRAPPING THE STANDARDS



FOCUS ON THE KEY WORDS

- [Bracket] any information that reveals the context or criteria with which students will demonstrate their learning.
- Circle all **verbs** (skills we expect them to be able to do).
- Underline nouns (concepts they need to know).
- Add any implied learning targets.

Standard to Address: CCSS: RI.4.6

Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

LET'S TRY IT!

Standard to address: CCSS: RI.4.6

Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

1st Grade Math Learning Targets

Student Name (Last, First Middle)	1.1.1.3 I can count forward from any number. A1	1.1.1.4 I can find the number that is 10 more or 10 less than a given number. A1	1.1.1.5 I can compare whole numbers up to 120. A1	1.1.1.5 I can order whole numbers up to 120.	1.1.2.2 I can combine two numbers to find the total. (compose)	1.1.2.2 I can break a number into two parts. (decompose)	1.1.2.3 I can skip count by 2s, 5s and 10s.	1.1.1.1 I can show a number (between 10 and 100) with tens and ones blocks.	1.1.1.2 I can represent whole numbers up to 120.	1.1.1.3 I can count backward from any number.	1.2.2.1 I can solve addition problems using objects and write a number sentence.	1.2.2.4 I can solve subtraction problems using objects and write a number sentence.	1.3.2.1 I can measure the length of an object using nonstandard units of their value.	1.3.2.3 I can identify pennies, nickels, dimes and know up to one dollar.	1.3.2.3 I can find the value of penny, nickel, and dime combinations up to one dollar.	1.3.2.2 I can tell the hour and half hour.	Last Name
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3	3	4	4	3	3	3	3			3			3				
3	3	3	4	3	3	3	3			1			3				
3	3	3	1	3	3	1	3			1			3				
3	3	4	4	3	3	3	3			3			3				
3	3	3	4	3	3	3	3			3			3				
3	3	4	4	3	3	3	3			3			3				
3	3	3	1	3	3	3	3			1			3				
3	3	3	3	3	3	3	3			3			3				
3	3	4	3	3	3	3	3			1			3				
3	3	3	3	3	3	3	1			1			3				

Read #	Write #	Value of #	Write #	Compare # >, =	10,000 more or less	Round	Order #	Add 4 digits	Subtract 4 digits	Word Prob. 4 Digit +, =	M Time to Min.	N Elapsed Time	O Thermometers	P Measuring 1/2 in. and cm	Q Perimeter
9/19/16	9/19/16	9/19/16	9/19/16	Date	Date	10/6/16	Oct. 4	Date	Date	10/31/16	11/7/16	11/14/16	Date	Date	
2	2	2	1	5	5	5	4	6	4	4	8	6	7		
2	2	3	2	5	5	5	4	4	5	4	9	5	8		
1	2	2	1	5	4	3	4	6	4	1	0	0	7		
2	2	3	3	5	3	5	1	5	4	3	8	6	5		
2	2	1	2	5	4	3	2	5	3	3	9	5	8		
2	1	3	0	5	3	5	4	4	5	3	9	5	7		
2	0	0	1	4	3	2	1	5	3	1	7	0	1		
2	2	3	3	5	5	4	4	4	3	5	8	6	8		
2	2	3	2	5	4	5	5	4	6	4	8	6	8		
2	2	3	2	5	4	5	4	5	4	4	9	1	8		
2	1	3	3	5	5	3	3	5	6	4	9	5	7		
2	2	3	3	5	5	5	4	6	6	4	8	6	7		
1	2	3	2	5	4	5	4	5	6	5	8	6	8		
2	2	3	3	5	5	5	5	5	6	5	8	5	7		
2	2	3	3	5	5	5	5	5	4	4	9	5	8		
1	2	1	0	5	5	4	5	6	5	5	7	4	7		
1	2	3	3	5	5	3	3	6	6	4	9	6	8		
1	1	0	0	5	4	5	5	4	2	3	8	0	5		
2	2	3	3	5	0	1	3	5	6	4	9	5	7		
2	2	3	3	6	3	5	3	5	3	4	9	5	7		
2	2	3	3	4	4	5	5	6	6	4	9	0	1		
2	2	3	3	5	4	4	3	6	5	3	9	3	8		
2	2	1	2	5	4	2	2	6	5	5	9	6	7		
2	2	3	3	5	5	5	5	6	6	5	9	6	8		
2	2	3	3	5	5	5	5	6	6	5	9	0	7		

LEARNING TARGETS



- A learning target is any achievement we have for students on the path toward mastery of a standard.
- It clearly states what we want students to learn and should be transparent for teachers and students.
- Learning targets should be formatively assessed to monitor progress toward a standard.

LINKING ASSESSMENT WITH LEARNING

TARGET #1

Attendees will be able to reflect on their current practices and determine areas for growth.

TARGET #2

Attendees will be able to analyze, prioritize, and unwrap standards to more effectively meet the needs of their students.

TARGET #3

Attendees will be able to begin developing plans to implement structures and systems to better identify and respond to students that need intervention and extension.

FINAL THOUGHT...

We tend to talk about “kids” as a whole rather than studying individuals. As long as we see them as a group, we teach them as a group.