Module II

Standards-based Instructional Planning Process

Module Outcome

Participants will gain an understanding of the standards-based instructional planning process and apply it in the development of a unit of instruction.

Content Overview

A. Distinction between traditional and standards-based instruction
B. Step 1 – Select the Standard
C. Step 2 – Design the Assessment
D. Step 3 – Articulate Criteria for Success
E. Step 4 – Plan Opportunities to Learn and Perform
F. Development of Core Lessons

Materials

- Overhead #10: The Process of Instructional Planning
- Overhead #11: Toward Schoolwide Standards
- Overhead #12 Individual or Small Group Instructional Planning
- Overhead #13: Collaborate to Verify the Performance Standard(s)
- Overhead #14: Use Analysis of Student Work for Program Planning
- Overhead #15: Heuristic Definition
- Posters of Each Step of Heuristic, Wallcharts #1-7
- Handout #2: Considerations in Selecting Standards
- Handout #3: Unpacking the Standard
- Handout #4: Small Group Worksheet I
- Handout #5: Small Group Worksheet 2
- Handout #6: Small Group Worksheet 3
• Handout #7: Small Group Worksheet 3 (attachment)
• Handout #8: Small Group Worksheet 4
• Handout #9: Small Group Worksheet 4 (attachment)
• Handout #10: Table Discussion Notes
• Handout #11: Considerations When Selecting or Designing Assessments
• Handout #12: Links Between Achievement Targets and Assessment Methods
• Handout #13: Aligning the Standard and the Assessment – Worksheet 1
• Handout #14: Aligning the Standard and the Assessment – Worksheet 2
• Handout #15: California Content Standards for The Bowling Task
• Handout #16A: The Bowling Task Heuristic Blank
• Handout #16B: The Bowling Task Assessment
• Handout #17: Bowling Task Heuristic Completed
• Handout #18: Criteria for Core Lessons

Before Session

• Post wall-charts so that everyone can see them.
II.A The Process of Instructional Planning: Traditional Practice and Standards-based Practice

This introductory piece will begin the conversation about the differences between traditional practice and standards-based practice/planning. This is an ongoing conversation and is at the heart of this work.

1) Introduce the two column chart, “The Process of Instructional Planning”

Comment on differences between the two, highlighting the “backwards-mapping” in the standards-based model...teaching while thinking about the end.

Walk through the standards-based column to foreshadow the introduction of the heuristic.

Points to Make:

- In traditional practice, teachers generally develop assessments only after they have taught a curriculum unit. By contrast, in standards-based systems, the assessment represents what students need to know and therefore guides what is taught. Teachers begin planning by designing the task each student would have to do, and how well they would have to perform that task, to demonstrate the achievement of one of more designed to ensure that every student will be able to perform the task.

- Traditional practice is often driven by a text or curriculum guide. Lesson planning is driven by topics with little attention paid to what students should know or about what they should be able to do with the information or skills they learn. The success of classroom activities is largely gauged by whether students completed the tasks and enjoyed it.

- Standards-based instruction targets the quality of performance we want from students. With the quality of the performance expected of students clearly in mind, teachers plan and conduct lessons aimed at teaching students how to achieve these specific characteristics.

- In standards-based systems, the end is held constant for all students; each one is expected to meet the standard. But the means of getting students to that end may vary greatly within and across classrooms.
# The Standards-based Instructional Planning Process: Backwards Mapping From Standards to Instruction

The Process of Instructional Planning

<table>
<thead>
<tr>
<th>Traditional Practice</th>
<th>Standards-based Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select a topic from the curriculum</td>
<td>Select standards from among those students need to know</td>
</tr>
<tr>
<td>Design instructional activities</td>
<td>Design an assessment through which students will have an opportunity to demonstrate those things</td>
</tr>
<tr>
<td>Design and give an assessment</td>
<td>Decide what learning opportunities students will need to learn those things</td>
</tr>
<tr>
<td>Give grade or feedback</td>
<td>Plan instruction to assure that each student has adequate opportunities to learn</td>
</tr>
<tr>
<td>Move onto new topic</td>
<td>Use data from assessment to give feedback, re-teach or move to next level</td>
</tr>
</tbody>
</table>
In traditional practice, a unit of instruction ends when the teacher gives the assessment, grades the work and moves on. Standards-based instruction uses a different trigger for moving ahead: evidence of adequate student learning—and the only acceptable evidence is student work or performance that meets agreed-upon standards.

When evidence shows that students have not yet achieved the standard, the teacher and/or the school as a whole are responsible for providing additional, refocused opportunities to learn.

2) Pairs and/or Group Discussion

Depending on the group, select a question:

- “What do you see as the advantages and challenges of standards-based practice?”
- “Where are you in moving from traditional to standards-based practice?” “What do you need to do next to move forward?”
- Where is your grade level or department? Where is the school and/or district?”

Questions that may come up:

How do you "move on" for some students and not others?

There has to be a school-wide understanding of how to deal with individual levels of achievement and how to give some kids more time and instruction. Teachers get discouraged it is when it is left to them alone to figure out these issues. It has to be a school-wide solution.

Should we expect to live with some ambiguity and unanswered questions until districts and communities create this infrastructure? We shouldn't expect to solve these questions by the end of the day.

That's right. But thinking about the changes that need to be put in place is the responsibility of everyone in the system. Some schools have changed their programs to offer two periods of English because students needed more opportunity to learn. These changes came about as a result of collaborative problem solving.
Toward Schoolwide Standards

1) Introduce the graphic, “Toward Schoolwide Standards”, to provide an overview of the process for establishing schoolwide performance standards, the three level of work involved starting with level 1, moving to level 2, and then to level 3. Note the spiraling process.

   Level 1: Individual or Small Group Instructional Planning
   Mirrors the steps in the heuristic

   Level 2: Collaborate to Verify the Performance Standard(s)

   Level 3: Use Analysis of Student Work for Program Planning

2) Refer to the next three graphics that provide the steps of the work that needs to be done at each of the levels.
   - Overhead Individual or Small Group Instructional Planning
   - Overhead: Collaborate to Verify the Performance Standard(s)
   - Overhead: Use Analysis of Student Work for Program Planning
The Standards-based Instructional Planning Process
Backwards Mapping From Standards to Instruction

Toward Schoolwide Standards

Use Analysis of Student Work for Program Planning

Collaborate to Verify the Performance Standard(s)

Individual or Small Group Instructional Planning

© 2002 WestEd. All Rights Reserved Western Assessment Collaborative at WestEd
Individual or Small Group Instructional Planning

Level 1

Step 1: Select and Unpack the Standard
Step 2: Design the Assessment
Step 3: Articulate Criteria for Success
Step 4: Plan Opportunities to Learn and Perform
Step 5: Administer the Assessment
Step 6: Select a Format for Scoring
Step 7: Set Performance Standard
Collaborate to Verify the Performance Standard(s)

Step 1
Have other teachers administer the same assessment

Step 2
Collaboratively score responses

Step 3
Adjust scoring guide and performance standard as necessary

Step 4
Pull exemplars to demonstrate quality criteria

Level 2
Use Analysis of Student Work for Program Planning

Level 3

Step 1
Administer assessment to all students

Step 2
Score representative sample or all papers

Step 3
Analyze patterns of strength and weakness

Step 4
Identify critical teaching points

Step 5
Agree on teaching points and swap effective instructional strategies

Step 6
Consider related program involvement strategies

Step 7
Prioritize, plan for program improvements
**Definition of Heuristic**

1) Introduce the definition of heuristic

Ask participants to read the definition

Comment on the definition noting that

- The word means serving to indicate or point out; stimulating interest as a means of furthering investigation.
- It does outline a step by step process, but it is not essentially linear. It is a not a lock-step process. It is recursive by design.
- It is designed to stimulate thinking, discovery and investigation.
- We have taken a grammatical liberty here. Heuristic is an adjective being used here as a noun.
- Link the definition to the Backwards Mapping Instructional Design Heuristic that will be introduced next.
heuristic (hyŏŏ ris’tik or, often, yŏŏ-), adj. 1. serving to indicate or point out; stimulating interest as a means of furthering investigation. 2. encouraging a person to learn, discover, understand, or solve problems on his or her own, as by experimenting, evaluating possible answers or solutions, or by trial and error: *a heuristic teaching method*. 3. of, pertaining to, or based on experimentation, evaluation, or trial-and-error methods. —n. 4. a heuristic method or argument. 5. the study of heuristic procedure. [1815-25; < NL *heuristics* = Gk *heur(ískein)* to find out, discover + L *-isticus* -istic] —heuris’ti•cal•ly, adv.
Heuristic for Standards-based Instructional Planning: Backwards Mapping from Standards to Instruction

1) Introduce the heuristic using the handout and the charts on the wall.

Key points:
- Even though this work is presented as a sequential process, the goal is that you learn this is as a thinking process. A way to think about the design and planning of instruction that is different from the traditional model.
- The model is based on the notion of “backwards mapping”. Starting with the standard and working backward to instruction. Beginning with the end in mind.
- This is the process we will use to design your instructional units.

2) Allow some time for participants to review the heuristic.

Approx 10-15 minutes

3) Briefly comment on each step and the links between the steps

Note the “back and forth” thinking that is required. Use the wall charts to demonstrate this process. Emphasize the big picture as well.

Participants may have questions at this point. They may be overwhelmed, fearing the complexity of the heuristic. Answer their questions briefly. Reassure them that you will be moving them through the heuristic step by step, providing them with examples and practice for each step.
Heuristic for Standards-based Instructional Planning*:

Backwards Mapping from Standards to Instruction

**Step 1 – Select the Standard(s)**

Became familiar with required content knowledge

**Critical Filters**

1. What is the content knowledge, skills or dispositions required by this standard?
2. What are the core ideas?
3. What do I know about my students’ prior knowledge and experience in relation to this standard(s)?
4. Do I (the teacher) understand all concepts and skills that are key to achievement of the standard?
5. Should the standard be addressed as a whole or in parts?

**Other Filters to Think About**

1. Does this standard contribute to a larger cross-disciplinary outcome or essential question (e.g., an ESLR)? If so, which?
2. Is this standard(s) assessed, or related to those assessed, in high stakes, large-scale assessments?

**Step 2 – Design the Assessment**

Decide what students will need to do to provide evidence that they have achieved the standard(s)

**Critical Filters**

1. What type of evidence is required to assess the standard? (e.g. recall of knowledge, understanding of content, ability to carry out a task, ability to create an original product)
2. What assessment method will provide the type of evidence needed?
3. Does the task provide enough evidence to determine if students have met the standard?
4. Is the task efficient? Could I get the same evidence in a less time consuming or labor intensive way?
5. Is the task developmentally appropriate?
6. Can the assessment provide students various options for showing what they know?

**Step 3 – Articulate Criteria for Success**

Determine what will be expected of students on the assessment

**Critical Filters**

1. What are the specific characteristics you’d expect to see in a high quality response to this assessment?
2. What “enabling skills” or prerequisites are required to do this assessment?
3. Would others agree with the criteria you have suggested?
4. Which key criteria will be shared with students when they are given the directions for the assessment?

**Step 4 – Plan Opportunities to Learn and Perform**

Plan instruction to assure that every student has adequate access to opportunities to learn and practice what is expected

**Critical Filters**

1. How will you account for prerequisite or enabling skills required of the assessment?
2. Have you planned instruction that is designed to reach every student?
   - Are instructional strategies culturally sensitive?
   - Do they address multiple learning styles?
   - How might you level the playing field or make accommodations so that every student has opportunities to demonstrate what they know and can do?
   - Do you have a repertoire of strategies for teaching and re-teaching as necessary?
3. How will you gather evidence from “work-in-progress” for each student so that you can give feedback and re-teach as necessary?
   - How will you provide feedback and opportunities to revise?
4. Do all students receive adequate guided practice and feedback on tasks requiring similar skills as required in the assessment?
   - How will students be prepared to “put it all together” in their final assessment?

**Key Sources:**

- Marzano, R.J. (1999)
- Newmann, F.M. (1995)

*This document is an excerpt from professional development modules created and disseminated by the Western Assessment Collaborative at WestEd. For further information call (415) 615-3111.

© 2000 WestEd. All rights reserved.

Western Assessment Collaborative at WestEd
Heuristic for Standards-based Instructional Planning*: Backwards Mapping from Standards to Instruction

<table>
<thead>
<tr>
<th>Step 5 – Administer the Assessment</th>
<th>Step 6 – Set Performance Standard</th>
<th>Step 7 – Select a Format for Scoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have students complete the assessment</td>
<td>Develop rubric or other form of scoring guide</td>
<td>Decide what level / type of feedback students should get on their performance</td>
</tr>
</tbody>
</table>

Critical Filters
1. Are instructions clear? Will students know what is expected of them?
2. What type of assistance shall students have access to from the teacher? From other students?
3. Are the constraints of administration appropriate and fair?
   - What resources should students have access to?
   - Do all students have access to the same resources?
   - Should all students be required to do the task in the same amount of time?
4. If being used by other teachers, is the assessment being administered similarly in other classrooms?

Critical Filters
1. How many levels of performance do we wish to describe beyond “to standard” and “not yet to standard”?
2. Can we distinguish the specific characteristics of work at each level?
3. What level of performance is “good enough?” (What is the performance standard?)
4. Would others agree with this performance standard? Who should be involved in determining it?

Critical Filters
1. Do we want students to get feedback on every criterion individually, on the task as a whole or on several distinct dimensions? Should students receive scores for:
   - Every criterion (analytic scoring)
   - For several categories of criteria (multi-dimensional scoring)
   - For the response as a whole (holistic scoring)
2. Will all criteria be equally weighted?
3. Are there criteria that “won’t count” on this assessment? Why might that be true?

Key Sources:
Stiggins, R. & Knight, T. (1997)
Stiggins (1997)

Consider the Adequacy of the Evidence
Does this assessment provide adequate information about whether the student has achieved the standard (for example, could this performance have been a fluke?) or do we need additional evidence of the students ability to achieve this standard?

Use the Data to Guide Revision or Re-teaching
Use data from your assessment to help students revise their work or for your own use in plan re-teaching.

Move on
Build on the knowledge, skills and dispositions demonstrated in this unit of instruction to address new standards in new units of instruction.

Verify Your Performance Standard
Ask colleagues at the same grade level to give your assessment and collaborate on scoring student responses. Revise as necessary.

Build a Library of Exemplars
Collect student work samples for illustrating achievement of specific criteria at different levels of performance to use when reteaching this unit.

Archive your Instructional Unit for Use with Another Class
Keep all this work to be used when you teach to this standard(s) some time in the future!

* This document is an excerpt from professional development modules created and disseminated by the Western Assessment Collaborative at WestEd. For further information call (415) 615-3111.

© 2000 WestEd. All rights reserved.
The Standards-based Instructional Planning Process
Backwards Mapping From Standards to Instruction

Step 1 – Select the Standard(s)

Become familiar with required content knowledge

Critical Filters

1. What is the content knowledge, skills or dispositions required by this standard?

2. What are the core ideas?

3. What do I know about my students’ prior knowledge and experience in relation to this standard(s)?

4. Do I (the teacher) understand all concepts and skills that are key to achievement of the standard?

5. Should the standard be addressed as a whole or in parts?

Other Filters to Think About

1. Does this standard contribute to a larger cross-disciplinary outcome or essential question (e.g., an ESLR)? If so, which?

2. Is this standard(s) assessed, or related to those assessed, in high stakes, large-scale assessments?

Key Sources:
Marzano, R.J. (1999)
Step 2 – Design the Assessment

Decide what students will need to do to provide evidence that they have achieved the standard(s)

Critical Filters

1. What type of evidence is required to assess the standard? (e.g. recall of knowledge, understanding of content, ability to carry out a task, ability to create an original product)
2. What assessment method will provide the type of evidence needed?
3. Does the task provide enough evidence to determine if students have met the standard?
4. Is the task efficient? Could I get the same evidence in a less time consuming or labor intensive way?
5. Is the task developmentally appropriate?
6. Can the assessment provide students various options for showing what they know?

Key Sources:
Stiggins (1997)
Herman, J.I., Aschbacher, P.R., & Winters, L. (1992)
Stiggins, R. & Knight, T. (1997)
Popham, W.J. (1999)
## Step 3 – Articulate Criteria for Success

Determine what will be expected of students on the assessment

### Critical Filters

1. What are the specific characteristics you’d expect to see in a high quality response to this assessment?

2. What “enabling skills” or prerequisites are required to do this assessment?

3. Would others agree with the criteria you have suggested?

4. Which key criteria will be shared with students when they are given the directions for the assessment?

### Other Filters to Think About

1. What level/type of feedback should students get on the assessment? (Scores for every criterion, several categories of criteria or the response as a whole.)

2. Does the assessment provide an opportunity to collect data on the achievement of other important standards?

### Key Sources:
Step 4 – Plan Opportunities to Learn and Perform

Plan instruction to assure that every student has adequate access to opportunities to learn and practice what is expected

Critical Filters

1. How will you account for prerequisite or enabling skills required of the assessment?

2. Have you planned instruction that is designed to reach every student?
   - Are instructional strategies culturally sensitive?
   - Do they address multiple learning styles?
   - How might you level the playing field or make accommodations so that every student has opportunities to demonstrate what they know and can do?
   - Do you have a repertoire of strategies for teaching and re-teaching as necessary?

3. How will you gather evidence from “work-in-progress” for each student so that you can give feedback and re-teach as necessary?

4. How will you provide feedback and opportunities to revise?

5. Do all students receive adequate guided practice and feedback on tasks requiring similar skills as required in the assessment?
   - How will students be prepared to “put it all together” in their final assessment?

Key Sources:
Newmann, F.M. (1995)
### Step 5 – Administer the Assessment

Have students complete the assessment

<table>
<thead>
<tr>
<th>Critical Filters</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Are instructions clear? Will students know what is expected of them?</td>
</tr>
<tr>
<td>2. What type of assistance shall students have access to from the teacher? From other students?</td>
</tr>
<tr>
<td>3. Are the constraints of administration appropriate and fair?</td>
</tr>
<tr>
<td>4. What resources should students have access to?</td>
</tr>
<tr>
<td>5. Do all students have access to the same resources?</td>
</tr>
<tr>
<td>6. Should all students be required to do the task in the same amount of time?</td>
</tr>
<tr>
<td>7. If being used by other teachers, is the assessment being administered similarly in other classrooms?</td>
</tr>
</tbody>
</table>

**Key Sources:**
- Stiggins, R. & Knight, T. (1997)
- Stiggins (1997)
Step 6 – Set Performance Standard

Develop rubric or other form of scoring guide

Critical Filters

1. How many levels of performance do we wish to describe beyond “to standard” and “not yet to standard”?

2. Can we distinguish the specific characteristics of work at each level?

3. What level of performance is “good enough?” (What is the performance standard?)

4. Would others agree with this performance standard? Who should be involved in determining it?

Key Sources:
Stiggins (1997)
Step 7 – Select a Format for Scoring

Decide what level / type of feedback students should get on their performance

Critical Filters

1. Do we want students to get feedback on every criterion individually, on the task as a whole or on several distinct dimensions? Should students receive scores for:
   2. Every criteria (analytic scoring)
   3. For several categories of criteria (multi-dimensional scoring)
   4. For the response as a whole (holistic scoring)
   5. Will all criteria be equally weighted?
   6. Are there criteria that “won’t count” on this assessment? Why might that be true?

Key Sources:
Stiggins (1997)
Darling-Hammond, L. (1997)
II.B Heuristic Step One: Select the Standard(s)

In this step, participants will select the standard they will work with and “unpack” the standard together so that they develop a shared understanding of the content of the standard.

1) Select the Standard

- Walk participants through the worksheet, “Considerations in Selecting Standards”.
- Provide participants with time to discuss the Considerations and to make the selection of a standard(s).

2) Unpack the Standard.

- Walk through the Critical Filters for this step with the participants. Participants are developing a common, detailed answer to the question: What does the standard ask that students know and be able to do?
- Introduce worksheet, “Unpacking the Standard”. Explain the worksheet by using the example. Provide participants with time to discuss and agree on the knowledge and skills that key to the standard. It is critical for participants to have a clear, common understanding of what the standard requires before they move on to developing the assessment. This “unpacking” also provides them with a headstart in developing their criteria for success in Step 3. It is worthwhile to give them the time to do this thoroughly.

It may be useful to:

- Encourage smaller, high quality units. Remind participants that this is a learning experience for them and not to take on too much.
- Note which standards are selected by participants. Make copies of their work in unpacking the standard as a reference for you.
Worksheet: Considerations in Selecting Standards

In selecting a standard consider:

- How large a “chunk” of instruction do you want to take on in this unit? Do you want to cover on narrow standard, a standard and all of its related elements, or several standards?

- Do you want to select a core or “super” standard?

- Do you want to select a standard that will provide needed data on student achievement to teachers/schools/districts? Data you don’t already have.

- Is the standard addressed on large-scale assessments that your students will take?
## Unpacking the Standard: Become Familiar with the Required Content

<table>
<thead>
<tr>
<th>Content Standard:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

**What does this standard require students to know and be able to do?**

<table>
<thead>
<tr>
<th>What are the skills and knowledge that students need to know and be able to do to meet the standard?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

**What are the enabling or prerequisite skills for this standard?**

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
II.C. Heuristic Step Two: Design the Assessment

Designing or selecting assessments against standards is complex work. It is deciding what students will need to do to provide evidence that they have achieved the standard.

There are many things to consider...issues to be addressed and perhaps trade-offs to be made.

This next activity will give you some experience in considering the issues involved in selecting or designing an assessment that addresses the standard and provides evidence.

In this activity, participants will develop a set of criteria to apply to the selection or design of an assessment.

1) Assign “Small Group Worksheets” 1 - 4 to teams

Because each Worksheet raises different assessment issues, they each teach different lessons. If time allows, all participants should complete all four worksheets to provide the maximum learning experience. If not enough time is available, have each group analyze at least two worksheets. If time only allows one worksheet, be sure that you have at least four groups with each group completing different worksheets so all assessment issues will emerge in the whole group discussion.

For each worksheet, the team must:

• Become familiar with the standard and each assessment choice
• Decide which assessment best addresses the standard
• Provide a rationale for their choice. Tell the specific reasons for their choice.

2) Have teams select a recorder and a reporter.

Refer to sheet, “Table Discussion Notes” and ask recorders to use this page.

3) Have reporters present their team’s assessment choice and provide the rationale for the choice.

• As teams present their rationale, record the criteria they used on a chart.
• Probe for the thinking behind their selections. Ask them to explain why they rejected those that they did.
Small Group Worksheet 1

1. Review this Standard(s)

Statistics – 6th Grade (Mathematics Content Standards for California)

2.0 Students use data samples of a population and describe the characteristics and limitations of the samples.

2.1 Compare different samples from a population with the data from the entire population and identify when it makes sense to use a sample.

2.2 Identify different ways of selecting a sample (e.g., convenience sampling, those who respond to a survey, random sampling) and which makes a sample more representative for a population.

2.3 Analyze data displays and explain how the way the question was asked might have influenced the results obtained, and/or how the way the results were displayed might have influenced the conclusions reached.

2.4 Identify data that represent sampling and explain why the sample (and the display) may be biased.

2.5 Identify claims based on statistical data and, in simple cases, evaluate the validity of the claims.

2. Consider each of the assessments below. Discuss which you think is a better assessment of the standard(s) and why. Record below the criteria you are using in making your selection.

Option 1 – Students are given plans for three different studies, each of which uses a sampling design to determine whether students in their middle school prefer the cafeteria pizza or hamburgers. Students are then asked to describe the strengths, weaknesses and inherent biases of each.

Option 2 – Students are assigned to find two articles in newspapers, magazines or journals that describe studies conducted by sampling. They are asked to evaluate the validity of the studies in writing or in an oral presentation.

Option 3 – Students are presented with the claim that Albertson’s prices are lower than Safeway’s. They are required to describe how a survey or interview sample would need to be designed in order to convince a reader of the validity of that claim.

3. Record Criteria for Assessment Selection or Design
Small Group Worksheet 2

1. Review this Standard(s)

California Missions – 4th Grade (History/Social Sciences Content Standards for California Public Schools)

4.2 Students describe the social, political, cultural and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods, in terms of:

3. The Spanish exploration and colonization of California, including the relationships among soldiers, missionaries and Indians.

4. The mapping, geographic basis of, and economic factors in the placement and function of the Spanish missions; how the mission system expanded the influence of Spain and Catholicism throughout New Spain and Latin America.

5. The daily lives of the people, native and non-native, who occupied the presidios, missions, ranchos, and pueblos.

6. The role of the Franciscans in the change of California from a hunter-gatherer economy to an agricultural economy.

2. Consider each of the assessments below. Discuss which you think is a better assessment of the standard(s) and why. Record below the criteria you are using in making your selection.

Option 1 – Students are asked to imagine that they are an Indian, a missionary or a soldier during the early period of the California missions. They are required to write a journal from that person’s perspective describing one week of their life at the mission.

Option 2 – Students are asked to imagine that they are the leader of the scouting team asked to propose the location and design of the 22nd mission. The proposal should include a location map, an aerial layout showing where people will live and work and the design of the front of the mission. They must prepare and deliver either a written or oral justification for their proposal in which they explain the reasons for their proposed location and design.

3. Record Criteria for Assessment Selection or Design
Small Group Worksheet 3

1. **Review this Standard(s)**

   Measurement and Geometry – 4th Grade (Mathematics Content Standards for California Public Schools)

   3.0 Students demonstrate understanding of plane and solid geometric objects. They use this knowledge to show relationships and solve problems.
   
   3.1 Identify lines that are parallel and perpendicular.
   
   3.2 Identify the radius and diameter of a circle.
   
   3.3 Identify congruent figures.
   
   3.4 Identify bilateral and rotational symmetry.
   
   3.5 Know the definitions of right angle, acute angle and obtuse angle. They understand that 90°, 180°, 270° and 360° degrees are respectively associated with ¼, ½, ¾, and full turns.
   
   3.6 Visualize, describe and represent geometric solids (e.g. prisms, pyramids, etc.) in terms of the number and shape of faces, edges, vertices; interpret two-dimensional representations of three-dimensional objects; and draw patterns (of faces) for a solid that when folded will make a model of the solid.

2. **Consider each of the assessments below. Discuss which you think is a better assessment of the standard(s) and why. Record below the criteria you are using in making your selection.**

   **Option 1** – Students are given straws, strings, and cut out shapes. Students are then assigned to build a mobile with each of the following identified and labeled: parallel and perpendicular lines, radius and diameter of a circle, congruent figures and geometrical solids.

   **Option 2** – Students complete the attached quiz.

3. **Record Criteria for Assessment Selection or Design**
Small Group Worksheet 3 (attachment)
Geometry Quiz

1. Match the terms below with their correct picture. Write the correct term(s) under each. (Some may have more than one.)
   a) parallel lines  
   b) congruent angles  
   c) perpendicular lines  
   d) radius  
   e) diameter  
   f) rotational symmetry  
   g) bilateral symmetry  
   h) cube


2. Complete the chart below

<table>
<thead>
<tr>
<th>Shape</th>
<th>Draw the 3-dimensional shape</th>
<th>How many flat sides?</th>
<th>Shape(s) of the flat face(s)?</th>
<th>How many edges?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cube</td>
<td><img src="image" alt="Cube" /></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cone</td>
<td><img src="image" alt="Cone" /></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cylinder</td>
<td><img src="image" alt="Cylinder" /></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pyramid</td>
<td><img src="image" alt="Pyramid" /></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Label each of the following angles appropriately:

   - ![60°](image)
   - ![90°](image)
   - ![140°](image)

4. Find the secret combination...
   1. Starting at 0, turn the knob 90° clockwise.
   2. Turn the knob 360° counter-clockwise.
   3. Turn the knob 270° clockwise.
   4. Turn the knob 180° counter-clockwise.

What is your combination? 0 0 0 0 0
Small Group Worksheet 4

1. Review this Standard(s)

Mathematical Reasoning – 7TH Grade (Mathematics Content Standards for California Public Schools)

1.0 Students make decisions about how to approach problems.
   1.1 Analyze problems by identifying relationships, discriminating relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns.
   1.2 Formulate and justify mathematical conjectures based upon a general description of the mathematical question or problem posed.
   1.3 Determine when and how to break a problem into simpler parts.

2.0 Students use strategies, skills and concepts in finding solutions.
   2.1 Use estimation to verify the reasonableness of calculated results.
   2.2 Apply strategies and results from simpler problems to more complex problems.
   2.3 Estimate unknown quantities graphically and solve for them using logical reasoning, and arithmetic and algebraic techniques.
   2.4 Make and test conjectures using both inductive and inductive reasoning.
   2.5 Use a variety of methods such as words, numbers, symbols, charts, graphs, tables, diagrams and models to explain mathematical reasoning.
   2.6 Express the solution clearly and logically using appropriate mathematical notation and terms and clear language, and support solutions with evidence, in both verbal and symbolic work.
   2.7 Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.
   2.8 Make precise calculations and check the validity of the results from the context of the problem.

2. Consider each of the assessments below. Discuss which you think is a better assessment of the standard(s) and why. Record below the criteria you are using in making your selection.

   Option 1 – Students are asked to decide whether it is better to rent or own a VCR (The Video Dilemma: see attached).

   Option 2 – Students are asked to decide how much wrapping paper a department store should order for the year (That’s a Wrap: see attached).

3. Record Criteria for Assessment Selection or Design
Small Group Worksheet 4 (attachment)

Option 1:

**The Video Dilemma: Rent or Own**

Your family is trying to decide if it makes more sense to rent or to own a VCR. The results of the research of all the local options are found in the table below. You are to determine the best deal in terms of dollars. Make a written explanation of your decision supported by specific data and information.

<table>
<thead>
<tr>
<th>Plan A</th>
<th>Plan B</th>
<th>Plan C</th>
<th>Plan D</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Rent player - $10 per day</td>
<td>• Rent player/recorder - $15 per day</td>
<td>• Weekend rental of recorder Friday and Saturday - $25 with three videos</td>
<td>• Rent to own $450 recorder at $25 per week</td>
</tr>
<tr>
<td>• Comes with one video</td>
<td>• Comes with 2 videos</td>
<td>• Weekdays- $10 per day</td>
<td>• Video rental $3</td>
</tr>
<tr>
<td>• Additional videos $3</td>
<td>• Additional videos $2</td>
<td>• Additional videos $1</td>
<td></td>
</tr>
</tbody>
</table>

Option 2:

**That’s a Wrap**

You are in charge of the gift-wrapping of purchases in a large department store. On average, 24,000 customers make clothing purchases in your store each year. About 15% of the customers want their purchases gift-wrapped. In a month, the store typically sells 165 jackets, 750 shirts, and 480 pairs of pants. All boxes cost the same prices, and wrapping paper costs 26 cents per yard. Each roll of gift-wrap is one yard wide and 100 yards long.

As the manager of gift-wrap you naturally want to plan for the year’s gift wrapping costs and you want to save money where possible.

Your task:

Recommend to the purchasing agent in a written report:

- What size boxes should be ordered for wrapping pants, shirts and jackets
- The number of rolls of wrapping paper
- The approximate cost of wrapping paper for a year’s worth of sales of pants, shirts, and jackets
Table Discussion Notes

1. List key criteria to be used in selecting or developing an assessment. Place an asterisk by two criteria that you consider the most important.
Point out that no assessment is perfect. Ask them to name the tradeoffs they may have made.

Ask each which two criteria they consider the most important.

At the conclusion of each team report, summarize the criteria used.

4) Process the team reports in a whole group discussion. Use the chart you have recorded on to summarize the criteria.

- Use the sheet, “Considerations When Selecting or Designing Assessments”, as a reference for yourself and to teach the points that you feel need additional emphasis or those that the groups did not surface.
- Pass out the sheet to participants explaining that it has been compiled from the work of other groups. Provide a bit of time for participants to read it. Allow time for questions or discussion as needed.

5) Refer back to the heuristic (Step 2) and briefly highlight the critical filters as a way of bringing this activity to a close and setting the stage for the next section.

In order to prepare participants to begin work on the design of their assessments:

6. Introduce and explain the page “Aligning Achievement Targets and Assessment Methods”

7. Prompt participants to thinking about the best assessment method(s) for their standard

8. Guide them to use Worksheets 1&2 “Aligning the Standard and the Assessment” to select assessment methods and to begin the design of their assessment. Refer them back to the work they did on unpacking their standard on “Unpacking the Standard: Become Familiar with the Required Content Knowledge.” (Handout #3). Worksheet 1 with Part A and B might work better for an English writing assessment that requires two different responses. Worksheet 2 might be more appropriate for a mathematics assessment with multiple items.

6) Provide time for participant to begin assessment development.
Considerations When Selecting or Designing Assessments

Is/Does the assessment:

- Capture evidence of student learning or key sub-elements without becoming too cumbersome or complex
- Well aligned to the depth/type of learning required by the standard (Are we looking for “recall” or “identify” or higher level skills “understand,” “analyze,” “create?”)
- Facilitate prompt feedback to students – is not too complicated to score
- Efficient – is there a good balance between quality of data collected and time the students or the teacher will spend on doing or scoring it?
- Provide rich diagnostic data about student performance
- Illustrate real world applications of knowledge or skills
- Represent authentic use of skills, while controlling for key evidence needed to assess student learning
- Provide students with information up front about “criteria for success” – the characteristics of a good performance
- Provide options or different ways to demonstrate what they know
- Provide scaffolding as appropriate to “level the playing field” without “giving away” what is being assessed
- Used in company with other assessments when necessary to provide adequate evidence of mastery
- Culturally sensitive – draws on applications familiar to all students or is scaffolded to assure the task is fair to all
## Aligning Achievement Targets and Assessment Methods

<table>
<thead>
<tr>
<th>TARGET TO BE ASSESSED</th>
<th>ASSESSMENT METHOD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SELECTED RESPONSE</td>
</tr>
<tr>
<td>KNOWLEDGE</td>
<td>Multiple choice, true/false, matching, and fill-in can sample mastery of elements of knowledge</td>
</tr>
<tr>
<td>REASONING</td>
<td>Can assess application of some patterns of reasoning</td>
</tr>
<tr>
<td>SKILLS</td>
<td>Can assess mastery of the knowledge prerequisites to skillful performance, but cannot rely on these to tap the skill itself</td>
</tr>
<tr>
<td>ABILITY TO CREATE PRODUCTS</td>
<td>Can assess mastery of the knowledge prerequisite to the ability to create quality products, but cannot use these to assess to quality of products themselves</td>
</tr>
<tr>
<td>DISPOSITIONS</td>
<td>Selected response questionnaire items can tap student feelings</td>
</tr>
</tbody>
</table>

# The Standards-based Instructional Planning Process: Backwards Mapping from Standards to Instruction

## Aligning the Standard and the Assessment

**Worksheet 1**

### Standard:

<table>
<thead>
<tr>
<th>What are the skills and knowledge that students need to know and be able to do to meet the standard?</th>
<th>Assessment Items</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Part A</td>
</tr>
<tr>
<td>•</td>
<td></td>
</tr>
<tr>
<td>•</td>
<td></td>
</tr>
<tr>
<td>•</td>
<td></td>
</tr>
<tr>
<td>•</td>
<td></td>
</tr>
<tr>
<td>•</td>
<td></td>
</tr>
<tr>
<td>•</td>
<td></td>
</tr>
<tr>
<td>•</td>
<td></td>
</tr>
<tr>
<td>•</td>
<td></td>
</tr>
<tr>
<td>•</td>
<td></td>
</tr>
<tr>
<td>•</td>
<td></td>
</tr>
</tbody>
</table>

© 2002 WestEd. All Rights Reserved.
### The Standards-based Instructional Planning Process: Backwards Mapping from Standards to Instruction

#### Aligning the Standard and the Assessment

**Worksheet 2**

<table>
<thead>
<tr>
<th>Standard:</th>
<th>Assessment Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the skills and knowledge that students need to know and be able to do to meet the standard?</td>
<td>#1</td>
</tr>
<tr>
<td>•</td>
<td></td>
</tr>
<tr>
<td>•</td>
<td></td>
</tr>
<tr>
<td>•</td>
<td></td>
</tr>
<tr>
<td>•</td>
<td></td>
</tr>
<tr>
<td>•</td>
<td></td>
</tr>
<tr>
<td>•</td>
<td></td>
</tr>
<tr>
<td>•</td>
<td></td>
</tr>
</tbody>
</table>
Review Heuristic Steps 1 and 2

At this point in the process, participants will work with the Bowling Task as a way to review and summarize Steps One and Two

1) Using the handout, “The Bowling Task”, introduce the task by walking participants through the standards addressed and the design of the assessment task.

2) In pairs, have participants
   - Discuss the content of the standards to develop an understanding and agreement on the key skills and knowledge required to meet the standards.
   - Complete enough of the assessment task individually to develop an appreciation for what it requires of students. Participants will benefit from doing the mathematics part of the assessment and can begin with the writing section, but may not have time to write the entire letter. This process will assist participant in developing the criteria for success.
   - Consider the alignment between the assessment and the standards

3) Whole Group Discussion
   - How does the task align with the standards?
   - How do you see this task in terms of “Considerations When Designing or Selecting an Assessment?”
California Content Standards
6th Grade Math (Statistics) and Writing (Persuasive Argument)
The Bowling Task

Step 1 – Select the Standard(s)
Become familiar with required content knowledge

Mathematics
Statistics, Data Analysis and Probability:
1.0 Students compute and analyze statistical measurement for data sets.

1.1 Compute the range, mean, median and mode of data sets
1.2 Understand how additional data added to data sets can affect these computations of measures of central tendency
1.3 Understand how the inclusion or exclusion of outliers affect measures of central tendency
1.4 Know why a specific measure of central tendency (mean, median, mode) provides the most useful information in a given context

Language Arts
1.0 Writing Applications (Genres And Their Characteristics)

Students write narrative, expository, persuasive, and descriptive text of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0

Using the writing strategies of grade six outlined in Writing Standard 1.0, students:

2.5 Write persuasive compositions:
   a. State a clear position in support of a proposition or proposal.
   b. Support the position with organized and relevant evidence.
   c. Anticipate and address reader concerns and counter arguments.
II.D. Heuristic Step Three: Articulate Criteria for Success

1) Define vocabulary
   - Introduce the concept of criteria for success by defining it as the specific characteristics of the high quality work that you would expect of students on the assessment in order to meet the standard.
   - Define enabling skills or prerequisites as those that students should bring to the unit and assessment from their previous learning. These are the skills that relate to previously taught standards. Realistically, teachers will need to determine if all students have these prerequisites and plan to prepare those that do not.

2) Extend the work they have just done on the Bowling Task by asking them to think about quality criteria for the Task.

Refer to the Heuristic for the Bowling Task and point out the criteria that have been filled in. Demonstrate through “think aloud” the development of criteria for success.

3) In pairs have them discuss:
   - What specific characteristics related to data analysis and probability would we expect to see in a high quality response to this task?
   - What specific characteristics related to written communication would we expect to see in a high quality response to this task?

4) Have pairs share out one of their characteristics for the math and then the writing.

5) Share the full list of characteristics for the Bowling Task (from Handout #17, but do not hand it out at this point). Discuss as needed.

6) Have participants begin to develop the criteria for success for their assessment.
6th Grade Math (Statistics) and Writing (Persuasive Argument) – The Bowling Task

**Step 1 – Select the Standard(s)**
Become familiar with required content knowledge

**Step 2 – Design the Assessment**
Decide what students will need to do to provide evidence that they have achieved this standard

**Step 3 – Articulate Criteria for Success**
Determine what will be expected of students on the assessment

**Step 4 – Plan Opportunities to Learn and Perform**
Plan instruction to assure that every student has adequate access to opportunities to learn and practice what is expected

**Mathematics**
Statistics, Data Analysis, and Probability

1.0 Students compute and analyze statistical measurement for data sets:
   1.1 Compute the range, mean, median, and mode of data sets.
   1.2 Understand how additional data added to the data sets may affect these computations of measures of central tendency.
   1.3 Understand how inclusion or exclusion of outliers affect measures of central tendency.
   1.4 Know why a specific measure of central tendency (mean, median, mode) provides the most useful information in a given context.

**Language Arts**
4.0 Writing Applications (Genres And Their Characteristics)

Students write narrative, expository, persuasive, and descriptive text of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0. Using the writing strategies of grade six outlined in Writing Standard 1.0, students:

2.5 Write persuasive compositions:
   a. State a clear position in support of a proposition or proposal.
   b. Support the position with organized and relevant evidence.
   c. Anticipate and address reader concerns and counter arguments.

Students are asked to decide which bowler to select for the championship team and then to explain their rationale in a letter to the student they did not choose.

**Data Analysis and Probability**
- Uses two or more of these statistical measures: mean, mode, median, range

**Persuasive Writing**
- States an assumption and supports it with ample evidence and specific examples

**Enabling or Prerequisite Skills**
- Uses punctuation, grammar, spelling and other conventions of written English accurately (at a reasonable expectation for a first draft)

© 2002 WestEd. All rights reserved.
The Bowling Task

The tables below show the season’s bowling scores for two members of your team. A higher number indicates a better game.

**Dave’s Scores:** 152; 138; 141; 144; 141; 158
**Bill’s Scores:** 210; 105; 118; 131; 105; 215

Both Dave and Bill are hoping for a spot on the team you will take to the League Championships. As the coach, you must decide which one should be chosen. You have only one spot left on the team. Examine the data and consider the statistical procedures that might be used to make your decision.

**Part 1:** On one side of your paper show all the statistical procedures you considered in making your selection. This part of the assessment will be scored on the appropriateness of the statistical procedures you consider and the accuracy of your calculations.

**Part 2:** The person you do not choose will be very disappointed and will want to understand how you determined your choice. Write a letter to the person you did not choose explaining what statistical procedures you considered and used to make your decision. Use charts and graphs as necessary to illustrate your findings.

The purpose of your letter is to persuade the reader that you made a thoughtful selection. It should:

- State a clear position on a proposition or proposal.
- Support the position with organized and relevant evidence.
- Anticipate and address reader concerns and counterarguments.
II.E. **Heuristic Step Four: Plan Opportunities to Learn and Perform**

In this step, participants will address the following questions:

- What learning opportunities will you plan to ensure that every student will be prepared to demonstrate achievement of the standard, to demonstrate all of the quality criteria established for your assessment?

- How will you differentiate lessons to meet the needs of all individual learners?

- How will you plan to provide adequate guided practice of new skills before requiring students to work on their own?

1) **Define vocabulary:** Opportunities to learn, opportunities to perform

2) **Refer to the Bowling Task and make the link between the criteria for success that has been articulated and planning opportunities to learn and perform.** Point out the one-to-one matching that should occur if students are to be prepared for success.

3) **In pairs:** Use the example on the Bowling Task heuristic to get pairs started on developing some Opportunities To Learn and Perform.

4) **Have pairs share one of each.** Have them point out which of the criteria for success it addresses.

5) **Using the handout, “The Bowling Task Filled In”, share the full list of Opportunities To Learn and Perform.** Point out the alignment to the criteria for success and discuss as needed.
6th Grade Math (Statistics) and Writing (Persuasive Argument) – The Bowling Task

**Mathematics**

Statistics, Data Analysis, and Probability
1.0 Students compute and analyze statistical measurement for data sets:
1.5 Compute the range, mean, median, and mode of data sets.
1.6 Understand how additional data added to data sets may affect these computations of measures of central tendency.
1.7 Understand how inclusion or exclusion of outliers affect measures of central tendency.
1.8 Know why a specific measure of central tendency (mean, median, mode) provides the most useful information in a given context.

**Language Arts**

4.1 Writing Applications (Genres And Their Characteristics)
Students write narrative, expository, persuasive, and descriptive text of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0. Using the writing strategies of grade six outlined in Writing Standard 1.0, students:
2.5 Write persuasive compositions:
   a. State a clear position in support of a proposition or proposal.
   b. Support the position with organized and relevant evidence.
   c. Anticipate and address reader concerns and counter arguments.

**Handout #17**

**Step 1 – Select the Standard(s)**

Become familiar with required content knowledge

**Step 2 – Design the Assessment**

Decide what students will need to do to provide evidence that they have achieved this standard

**Step 3 – Articulate Criteria for Success**

Determine what will be expected of students on the assessment

**Step 4 – Plan Opportunities to Learn and Perform**

Plan instruction to assure that every student has adequate access to opportunities to learn and practice what is expected

**Data Analysis and Probability**

- Uses two or more of these statistical measures: mean, mode, median, range
- Uses probability to identify outcomes that are more likely, less likely, or equally likely to occur
- Shows evidence of considering a variety of statistical processes to solve the problem
- Selects the statistical or mathematical procedure or procedures most appropriate to the question at hand
- Makes valid inferences from the analysis
- Makes reasonable predictions from the data
- Displays accurate and clear charts and graphs appropriate to the data in the question
- Clearly describes the logic of the student’s use of data in decision-making

**Persuasive Writing**

- States an assumption and supports it with ample evidence and specific examples
- Shows evidence of planning the structure of the piece to move the reader purposefully through the text
- Anticipates the reader’s concerns or viewpoint
- Addresses the reader’s anticipated concerns using appropriate facts, details, or examples
- Selects and justifies the criteria to be used in decision
- Includes illustrations or graphics as needed to enhance the reader’s understanding
- Makes precise word choices in order to communicate ideas clearly to the reader

**Enabling or Prerequisite Skills**

- Uses punctuation, grammar, spelling and other conventions of written English accurately (at a reasonable expectation for a first draft)
- Adds and divides accurately

© 2002 WestEd. All rights reserved.

Western Assessment Collaborative at WestEd
II.F. Development of Core Lessons

1) Define “core lesson”
Define “core lesson” as a lesson developed around one or more significant skills or understandings as described in the Opportunities to Learn and Opportunities to Perform.

Note: Lessons will need to be developed for each of Opportunities to Learn and Opportunities to Perform. The purpose of the core lessons is to provide participants with practice in designing lessons that are aligned to the standard and the unit as a whole.

2) Present and discuss the “Criteria for Core Lessons.”
   A. Aligns to the “criteria for success”
   B. Addresses enabling or prerequisite skills
   C. Illustrates strategies for differentiating instruction to assure that every student has the opportunity he/she will needs to learn.
   D. Includes adequate guided practice and feedback on tasks requiring similar skills as required in the assessment
   E. Aligns the opportunities to learn and perform with the specific core lesson/learning activity
   F. Includes teacher to teacher notes that are succinct, clear, and provide useful information.

3) Provide time for participants to begin to think about the design of their core lessons by selecting which opportunities to learn and perform they will address in the lesson and using the “criteria for core lessons” to guide their work.
Criteria for Core Lessons

A. Aligns to the “criteria for success”

B. Addresses enabling or prerequisite skills

C. Illustrates strategies for differentiating instruction to assure that every student has the opportunity he/she will needs to learn.

D. Includes adequate guided practice and feedback on tasks requiring similar skills as required in the assessment

E. Aligns the opportunities to learn and perform with the specific core lesson/learning activity

F. Includes teacher to teacher notes that are succinct, clear, and provide useful information.