

Aligning Curriculum, Instruction, and Assessments

	Stage 1: Pre-Initiating	Stage 2: Initiating	Stage 3: Developing	Stage 4: Sustaining
Identifying units of study (See chapter 4, page 51.)	We haven't developed units of instruction that include all of the standards we are expected to teach.	We are working together to make sure that we align all of our units of instruction to the standards. As we identify gaps and redundancies, we are comfortable changing the curriculum or removing unnecessary units to align to the standards.	Our curriculum units are totally aligned to our standards. We have assigned all learning targets to one or more units. The units we've developed reflect the emphasis for our essential standards.	We evaluate the effectiveness of our curriculum by examining the results of our summative assessments and especially the end-of-year tests. We discuss whether we need to change the curriculum based on our student achievement results.
Creating pacing guides (See chapter 4, page 51.)	We haven't yet created pacing guides that reflect consensus on how much time we should dedicate to each unit or standard.	We are in the process of developing pacing guides that reflect consensus among team members about how much time we need for students to learn the essential standards in each unit.	We use our pacing guides effectively and are able to give common formative assessments together, discuss the results, and develop corrective instruction efficiently and effectively.	We modify our pacing guides whenever we see a reason to do so. We know that, over time, our students will come better prepared to learn the essential standards for our grade level or course, and this will require us to change our pacing.
Aligning instructional and assessment strategies (See chapter 4, page 51.)	We haven't yet started to examine the alignment among our curriculum, instruction, and assessments.	We have begun to work collaboratively to identify the instructional strategies aligned to our proficiency expectations. As a team, we value learning together about these strategies.	We have changed our instructional strategies to ensure we're using best practices to help students reach proficiency. We understand that more rigorous curriculum requires different strategies.	We continue to evaluate the effectiveness of the strategies we're using by examining the results of all of our assessments. We compare the results of one strategy against another and value the information we get back.
Determining when to give common formative assessments (See chapter 4, page 51.)	We haven't yet identified when we will use common formative assessments in our work.	We have examined our units of instruction to see where we teach the essential standards. We plan to write common formative assessments approximately once every three weeks.	In addition to the common formative assessments we developed during our first year of implementation, we have added additional assessments (common formative as well as common summative) around our essential standards.	We are always looking for ways to improve the frequency and effectiveness of assessment.