Learning Team: “Where is our staff on the continuum of work for mathematics in regards to Learning Targets and classroom assessments and what is our evidence?”

Stage 1. Articulation of Learning Targets

Goal: To understand the importance of the district Learning Targets in identifying and articulating big ideas in mathematics in order to guide instruction at a grade level and bring consistency to a school’s mathematics program across grade levels. (Moving beyond the posters to conversations about the mathematics students need to learn.)

1. Could most of your teachers articulate a key math Learning Target for their grade level?
2. Could a teacher explain ways a mathematical idea is developed across grade levels based on the Learning Targets? What was learned in the previous grade related to this target? What is expected at the following grade level?
3. How do the teachers in your school use Learning Targets in discussions about what they teach or how they teach?
4. Can teachers explain how lessons or projects are developed to align with Learning Targets?
5. How would a teacher selected at random respond to the questions "In what ways are the Learning Targets useful?" or “In what ways are the Learning Targets valuable?”
Stage 2. Unpack and Align Targets with the State Assessment Framework

Goal: To develop knowledge of the mathematics (i.e., concepts, processes, procedures) embedded in the Learning Targets and to examine the alignment of the Learning Targets to the state assessment framework and the school’s mathematics program (e.g., instructional materials).

1. Have grade level teachers used the district developed alignment worksheets for examining the relationship between the Learning Targets and the descriptors from the State Mathematics Assessment Framework?

2. As teachers engage in alignment of targets and descriptors, have they identified and discussed the mathematical ideas and topics that are unclear?

3. Can teachers identify the “Depths of Knowledge” required by specific Learning Targets and articulate needed adaptations to their instructional lessons (e.g., activities, tasks, assignments)?

4. Have teachers worked together to ensure a common understanding of the content embedded in the Learning Targets at their grade level and how they align to the descriptors from the State Assessment Framework?

5. Can teachers articulate ways they are linking the pacing guide, state descriptors, and the school’s mathematics program?

Stage 3. Level 1 CABS—Select/Design CABS

Goal: To design classroom assessments (CABS) as a measure of consistency around students’ mathematics achievement based on the Learning Targets and the State Mathematics Assessment Framework?

1. Are grade level teachers using common assessments aligned to the learning targets and state descriptors for monitoring their students’ learning?

2. Are teachers sharing CABS across grade levels to ensure consistency of student expectations?

3. Have teachers used the district “Assessing the Assessment Guide” and district model CABS to support the development and selection of high-quality CABS?

4. Have teachers used student achievement data (e.g., WKCE) to identify priority areas to guide the implementation of CABS?

5. Can teachers explain how “Depths of Knowledge” are addressed in the development of CABS?

6. How is the Learning Team monitoring the rigor and consistency of CABS throughout the school?
**Stage 4. Level 2 CABS—Student Work**

Goal: To collaboratively examine student work from CABS in order to monitor student achievement and progress toward Learning Targets.

1. Do grade level teachers regularly (e.g., monthly) examine students’ mathematics work and identify strengths and weaknesses of individual students, of a class of students, or a grade level?

2. Have teachers used the district protocol for collaboratively looking at student’s mathematics work from CABS?

3. Do teachers have opportunities to share student work from CABS across grade levels?

4. Do grade level groups have opportunities to discuss with the Learning Team both summaries of student achievement on CABS and a range of student work samples (e.g., low, middle, and high benchmark papers)?

5. How does the Learning Team monitor students’ progress toward meeting the Learning Targets and report this to the school staff?

6. Do teachers use the “Descriptive Feedback (Everyday) Rubric” in classroom practice and when examining student work samples?

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**Stage 5. Level 3 CABS—Formative Feedback**

Goal: To use student work from common classroom assessments (CABS) to drive instructional decisions on “what do we do next” in the classroom and to provide appropriate and continuous feedback to students.

1. Can teachers give a specific example of a way they have used results from CABS to inform and modify classroom practice?

2. How do teachers use the “CABS Class Summary Report” to share the successes, challenges, and next steps for student learning?

3. How do teachers give students descriptive feedback that prompts them to self-reflect on ways to improve their work?

4. How do teachers use the “Class Student Feedback Summary” to make instructional decisions based on descriptive feedback to students?