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|  | **Grade:** | **Subject:** | **Semester:** | **Team Members:** | | |
|  |  |  |  |  |  |  |
|  | **Description of Standard** | **Example of Rigor** | **Prerequisite Skills**  **(Possible Tier Support)** | **When Taught?** | **Common Assessments** | **Extension**  **Standards**  **(Possible Enrichment /Exposure)** |
|  | What is the essential learning? Describe in student friendly vocabulary. | What does proficient student work look like? Provide an example and/or description. | What prior knowledge, skills, and/or vocabulary are needed for a student to master this standard? | When will this lesson/unit be taught? | What checks for understanding, formative/summative assessments will be used to measure student mastery? | What will we do when students have already mastered the learning? |
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| ***SLO Connection*** | This is the thinking behind the selection of **Learning Content** as well as the coherence and pivotal rationale. | Defining student mastery is the foundation of every quality **Assessment.** | This is the thinking behind what the **Student Population**  currently knows and what they still need to learn. | This is your **Interval of Instruction**. | **Instructional Strategies**  represent best practices for understanding the content and student progress data is reflected upon in the **Implementation Phase.** | We plan for differentiation in **Instructional Strategies** and reflect upon evidence of student learning throughout the I**nterval**. |

Protocol for completing the MTSS Unit Standards Chart

Adapted from *Simplifying Response to Intervention – Four Essential Guiding Principles* (Buffum, Mattos, & Weber, 2012)

Steps 1 – 4 should be completed concurrently, as they are mutually supporting processes, before instruction occurs.

Steps 5 – 7 should be completed during the unit of instruction.

1. **Description of Standard**: Teams discuss the standard and together reword it into teacher-friendly and student-friendly language that helps to clarify what the standard actually means. Listing the standard number and the language of the standard itself does not ensure that individuals are interpreting the standard in a similar fashion.
2. **Example of Rigor**: Teams grapple with what level of rigor would represent proficiency on the standard: even if teachers have discussed and clarified what the standard actually means, this does not ensure that each teacher will expect the same level of rigor. Teams ensure agreement on what students will be able to do as a result of mastering the standard. Once this proficiency has been clarified, the team should discuss what the performance criteria looks like for exceeding, approaching and emerging proficiency with regards to the standards. (When looking at student work, what do you expect to see from students at these different levels?)
3. **Identify Prerequisite Skills:** Teams determine what prior knowledge and skills are necessary for students to learn the standards at the level they have defined as proficient. A baseline assessment(s) should be given before each unit of instruction to identify students lacking the prerequisite skills identified and should result in immediate intervention. This assessment(s) also allows teams to identify those students who will need enrichment because they have already demonstrated proficiency with these standards.
4. **Common Baseline and Summative Assessments:** Teams build baseline and summative assessments by identifying three to four questions or tasks for each of the standards identified. The questions/tasks should vary in cognitive demand to allow students to show depth of understanding.
5. **Extension Standards and Intervention:** Teams determine how and when they will identify and support students in need of remediation and enrichment. The *entire team* should reserve time for this additional time and support, not just each individual teacher.
6. **Common Formative Assessments:** Teams build common formative assessments by identifying two to three questions/tasks for each of the standards/learning targets identified. This allows teams to identify students who are struggling with content and need intervention as well as students who are excelling and need enrichment.
7. **Monitor and Reflection:** Teams discuss and analyze the results of the common assessments to identify and monitor students needing more time and support or students needing enrichment. Repeat Steps 6 and 7 throughout the unit.