Demystifying the Movement:

Answers to Common Myths about the Common Core State Standards

Claims about Federal Overreach

How are the Common Core State Standards (CCSS) a state-led initiative when Washington, D.C.-based groups organized the movement and development of the standards?

- The Council for Chief State School Officers (CCSSO) and the National Governor's Association (NGA) are two entities that are comprised of elected or appointed officials in the states. They are representative of the electoral process of each state and each member is representative of their respective state's citizenry.
- The CCSSO is a non-partisan, nonprofit organization that provides a network for public officials to collaborate and communicate on education issues.
- The NGA is a bipartisan organization of the nation's governors that promotes state leadership, shares best practices and a collective voice on national policy. NGA meetings are filmed and posted online along with transcripts to ensure transparency from the organization.
- Because of the makeup of the memberships and focus on the organizations (public policy), it is natural for their headquarters to be based in our nation's capital. However, each member works from their respective home state and organization meetings are held annually in cities across the nation.

How are the CCSS state-led when the NGA received funding from outside groups and the federal government to develop and promote the standards?

- The NGA's education programs receive no funding from the federal government. Grants are awarded, as is typical with any organization like a school, for research and other programming. The NGA Center is a nonprofit and operates within the parameters of its status.

Why is the federal government pressuring states through grant money to adopt the CCSS curriculum and overseeing the development of aligned assessments?

- Some states chose to pursue federal funding that was tied to states who adopted the CCSS. However, no state was mandated to adopt the standards to receive the funding. Many states chose not to pursue the federal grant and others have chosen not to adopt the standards.
- It's also important to understand that the CCSS are NOT curriculum. Standards are simply a set of knowledge and skills that a student should master at each grade level. They reflect the "what" a student should know. Curriculum refers to "how" a student will be taught. The CCSS do not require that educators teach with specific materials or methods.
- The federal government does not have a hand in development of the aligned assessments pertaining to CCSS. There are two state consortia responsible for developing Common Core aligned assessments as well as some states that have developed their own assessment programs, such as Kentucky and New York.

Claims about Florida's Implementation

The Thomas B. Fordham Institute rated Florida's current math standards higher than the CCSS and current English standards slightly lower than the CCSS. Why is Florida adopting new standards if they are relatively the same as our current standards?

- State leaders and educators have maintained that the CCSS are the best standards for students. Different institutes and different think-tanks have their own opinions. The CCSS unquestionably require a deeper level of mastery and better prepare our students for college and careers.

The Pioneer Institute estimates that professional development, instructional materials and assessment changes will nearly $1 billion for Florida or about $389 per student. How will we pay for the changes during a time of budget cuts?

- All standards changes require costs for aligned materials and assessments. This is nothing new in the world of education. Because the CCSS focus on increasing the use of technology in instruction and assessment, Florida will need to utilize funds to upgrade districts in technology.
- Upgrading districts to better, more modern technology has been a goal of the State Board of Education and Florida Department of Education for many years. The Department has worked with the Florida Legislature to assess districts' capacities and ensure funding for technology needs.
- Additionally, many districts as well as the DOE have sought their own grants to cover costs of professional development and new resources.

Polk County, Florida, schools conducted iris scans on students without parental permission "as part of new Common Core standards." Why would standards require biometric measuring?

- This is absolutely not true. Polk County was piloting a new school bus safety program for students that involved eye scanning, which had nothing to do with the new standards. Permission slips were mistakenly not sent out. The Common Core standards are academic standards and require no use of biometric monitoring or monitoring of any kind. Standards focus on what knowledge and skills students should have at each grade level. For example, one of the third grade reading standards states, "Identify and know the meaning of the most common prefixes."

The federal government is also dictating that charter schools, private schools, and parochial schools adhere to the national Common Core curriculum.

- Florida charter schools are authorized by local school districts and held to the same standards as traditional public schools. Because of this, Florida charter schools will transition to the new academic standards. However, private and parochial schools are not held to the same standards and will continue to have maximum flexibility on how and what they teach their kids. Whether schools of choice have to conform to state accountability policies remains a state, not a federal decision.

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Claims about Quality of the Standards

Dr. James Milgram, a mathematician who served on the CCSS validation committee said students learning under the CCSS would be two years behind international peer by the time they reached eighth grade. How does that make the CCSS better for students?

- Dr. Milgram assisted with writing Florida's current Next Generation Sunshine State Standards. Comparisons show that the CCSS are actually much stronger than the NGSSS standards. Our current standards are vaguer than and not as rigorous as the CCSS.
- There were eight math experts on the Validation Committee, and six endorsed the standards. Dr. Milgram's assertion that the math standards set "low expectations" for students has been refuted by the conservative Fordham Institute study that found the Common Core standards are superior to the math standards in the majority of states across the nation. In total, there were more than 70 math experts on the development and feedback team for the math standards, and 25 of them came from some of the most respected universities in the country.
- Research by William Schmidt, a distinguished professor at Michigan State University, leading expert on international mathematics performance and previous director of the U.S. Trends in International Mathematics and Science Study (U.S. TIMSS), found that no state's previous math standards were as close a match (a 90 percent consistency rate) to those of high performing countries as the Common Core. Not even Massachusetts, which is widely viewed as having the highest standards in the nation.

How can we claim that the standards are rigorous when Dr. Sandra Stotsky, a national standards expert, rates the high school standards at a seventh grade level?

- Dr. Stotsky served on the Massachusetts Board of Education, which was involved in the development of the in the Common Core State Standards. While some may disagree, many more experts from across higher education (including but not limited to Harvard, UC Berkley, University of Florida) local municipalities, state departments of education and local educators all developed and vetted the CCSS. They are more rigorous and more relevant to student learning than Florida's old academic standards.

Some CCSS architects define college readiness as being prepared for a non-selective community college. How do the standards compare to selective colleges and universities?

- College readiness is marked by a student's ability to be successful in first-year postsecondary courses without the need of remediation. Through research and input from several top universities (including Harvard), the CCSS reflect the levels of knowledge needed for success for any type of postsecondary insitution.
- According to a 2011 ACT study, the three-quarters of students who do achieve a high school diploma are not ready for college coursework and often need remedial classes at both the university and community college levels.
- According to the Association for Supervision and Curriculum Development, a global leader since their founding in 1943, the Common Core State Standards were developed to equip students who meet these standards to enroll in a two or four-year institution without needing remediation.

Suggested readings include a sales talk for government health care (such as Obamacare) and global warming propaganda (including a push for Agenda 21). Some of the fiction suggested is worthless and even pornographic, presumably chosen to reflect contemporary life. Another suggested reading favorably describes Fidel Castro and his associates without any indication they are tyrants, Communists and mass murderers. Why do the standards require these materials?

- None of this is true. There is no mention of Obamacare, Fidel Castro, global warming, or Agenda 21 in the Common Core State Standards. The Common Core State Standards Initiative website does provide a list of example texts for teachers, but they are not required. None of the above topics are included in those materials. All curriculum and instructional practices are decided at the local level by teachers, administrators and school boards.
- Common Core State Standards simply require greater analysis, critical thinking and reading comprehension than most states expect of their students. In fact, the standards place a greater emphasis on the reading of more complex, original texts such as President Abraham Lincoln's "Gettysburg Address" or Martin Luther King, Jr.'s "Letter from Birmingham Jail," creating a greater understanding of more rigorous material – exactly what is expected in accelerated high school courses, such as Advanced Placement courses, at the college level and in the workforce.

The readings assigned in the Common Core English standards are 50 percent informational texts, instead of great American and English literature and classics. Why are we teaching our children to read informational texts instead of literature?

- Common Core State Standards continue to provide a heavy focus – at least 50 percent – on the reading and comprehension of great American and English literature classics, such as The Grapes of Wrath, To Kill a Mockingbird and Pride and Prejudice.
- Students will be required to read more informational texts, which means reading original works, but which texts are read is left up to the teacher.
- Examples of informational texts are: Alexis de Tocqueville's Democracy in America, President Ronald Reagan's "Address to Students at Moscow State University," and "The Declaration of Independence." Other examples of informational texts are maps, charts, graphs, and info-graphics.
- The increased focus on information and original texts is to prepare students for college and real world reading and writing requirements. For example, 80 percent of the reading and writing done in the workplace requires individuals to read material, analyze the material using critical thinking skills and articulately write or verbally respond to the material.

Claims about Data Mining

Common Core means government agencies will gather and store all sorts of private information on every schoolchild into a longitudinal database from birth through all levels of schooling, plus giving government the right to share and exchange this nosy information with other government and private agencies, thus negating the federal law that now prohibits that. This type of surveillance and control of individuals is the mark of a totalitarian government. How can we allow this to happen?

- The federal government does not have access to the student-level information housed in state data systems. Common Core is not a mechanism for federal data collection, nor does state implementation of Common Core and its related assessments require any data collection beyond the aggregate data authorized by No Child Left Behind.
- Florida's transition to the Common Core State Standards and aligned assessments will not change the type of student information the Florida Department of Education collects. The student information collected when a student is assessed will be the same as is currently collected and used. This information includes the students' name, birth date, gender, race/ethnicity, and grade level.
- The FDOE does not collect or maintain information on students' religion, political party affiliation, biometric information, etc. that some have listed as possible areas of concern. The FDOE does not plan to collect this information as it is irrelevant to students' education.
- As part of broader education reform efforts, states have already adopted data systems that allow educators and parents to measure the progress of student achievement and growth from year to year. This is not a result of Common Core standards, but rather a more than decade long bipartisan effort to ensure students are learning a year's worth of knowledge in a year's time and that the taxpayers are seeing a return on their enormous investment in education.

What student data information is collected by the Florida Department of Education and who can access that information?

- The FDOE collects individual staff and student information for K-12 public education through a series of surveys scheduled during the fiscal year. The data includes race, ethnicity, date of birth, language, country of birth and all information is securely stored with limited access granted only to those who assist schools and districts with data processing.
- All information FDOE reports to the federal government or the public is aggregated to ensure the privacy of individual students. Florida does not report individual student record information to the federal government, and the federal government indicates it has no plans to require student level reporting of information in the future.

Learning Goals and Progression Scales

CTE State Program Specialist
January 15, 2013

Learning that works for Florida
CTE™

New Standard and Purpose for Teacher Evaluations

As set forth in the *Student Success Act* and *Race to the Top*, teacher evaluations are:

- ***Designed to support effective instruction and student learning growth***
- Results used when developing district and school level improvement plans
- Results used to identify professional development and other human capital decisions for instructional personnel and school administrators

PERFORMANCE OF STUDENTS

At least 50% of a performance evaluation must be based upon data and indicators of student learning growth assessed annually and measured by statewide assessments or, for subjects and grade levels not measured by statewide assessments, by district assessments as provided in s. 1008.22(8), F.S.

- *Section 1012.34(3)(a)1., Florida Statutes*
  SB 736, The Student Success Act (2010)

PERFORMANCE OF STUDENTS

For subjects and grades <u>not</u> assessed by statewide assessments:

- By 2014-15, **<u>districts</u>** shall measure growth using equally appropriate formulas. ***<u>DOE shall provide models</u>*.**
- Allows district to request through evaluation system review process to:
  - **Use student achievement**, rather than growth, **or combination of growth and achievement for classroom teachers where achievement is more appropriate;**
  - For courses measured by district assessments, include growth on FCAT Reading and/or Mathematics as part of a teacher's growth measure, with a rationale. In this instance, growth on district assessment must receive the greater weight.

Performance of Students

- The performance of students represents 50% of a teacher's evaluation, with performance based on student learning growth.

- To meet the above requirement, the development of a fair and transparent measure of student growth is essential.

- Developing Learning Goals with Progression Scales is **ONE example** of how to measure student learning gains through feedback on progress toward towards accomplishing the goal.

Instructional Design

- Course requirements are defined by course descriptions/frameworks approved by the State Board.
- Districts determine the scope and sequence through curriculum maps and "Chunk" the major units of focus or "Big Ideas"
  - Common Core Way of Work:
    - Identify Major Learning Goals that are MEASURABLE!
      - Essential Questions (target specific learning goals)
      - Engaging Activities
      - Progression Scales
        - Formative Assessments
        - Interim Assessments

Not driven by TEXTBOOKS or Test Item Specifications!

Differentiated for ESE, ELL, and RtI

Instructional Design in Layers

Course Requirements and Standards

Using the Frameworks and/or the course to identify the critical areas of focus or big ideas for the course

Handout

Instructional Design in Layers

Course Requirements and Standards

- **Chunking**

1. Always begin with the course requirements defined by the standards in the course description.
2. "Chunk" the course content standards and/or benchmarks contained in the course description based upon these major areas of focus

- **Integrated Content**
- Integrate standards across content areas as appropriate: Using the course description participants should identify the content standards that have been integrated from other subject areas. Once the standards have been identified have the participants describe the natural alignment to the primary course content.

Sample Unit

"Chunking" Big Ideas
Introduction to Animal Research

CTE Benchmarks:

CCSS ELA & Literacy in History/Social Studies, Technical Subjects

Science, and Technical Subjects

Mathematical Practices

Next Generation Sunshine State Standards/Common Core (When applicable)

Instructional Design in Layers

Course Requirements and Standards

"Chunks" or Big Ideas

Major Learning Goals

A learning goal is a statement of what learners will know and/or be able to do (Benchmark).

FACTS:

- Learning goals are NOT the same as topics.
- Learning goals are NOT the same as standards.
- Learning goals are NOT the same as activities.

There is a reason many teachers are activity-based rather than goal-based: you can survive the day without a goal, but you cannot survive the day without an activity.

Mike Rutherford

You Be the Judge- Learning Goal or Not?

With a shoulder partner, determine if the following statements are a learning goal or activity. Identify the learning goals as declarative or procedural.

The student…

1. Understands that the sun is the largest body in the solar system.
2. Describes how materials change when they are heated or cooled.
3. Flips a coin one hundred times to determine probability of heads.
4. Creates a model of the moon and earth rotating on their axis.
5. Summarizes what was read or learned and write a short statement of the main points or the big ideas.
6. Correctly administers subcutaneous injections.
7. Practices solving several equations in cooperative groups.

Adapted from Kentucky Department of Education, *Module 1 and 2: Learning Targets*

Instructional Design in Layers

Course Requirements and Standards

"Chunks" or Big Ideas

Major Learning Goals

Progression Scales for Major Learning Goals

Effective teachers state learning goals in a rubric (or scale) format where ascending levels of proficiency of the goal are specified. The rubric form guides learners in self-assessment of progress toward mastery of the goal and guides teachers in tracking student progress and providing feedback on progress toward accomplishing the goal.

Progression Scales and Activities

- Once learning goals have been established, the next step is to state them in rubric format using a progression scale.
  - Scales should be related to the Learning Goal
  - Scales could be designed collaboratively with the student to provide buy-in, motivation, and clarity.
  - Scales should be posted and able to be read by students, and written in student-friendly language
  - Scales can be simple and focus on one aspect of a product, or complex with multiple levels of indicators.

When learner goals have been articulated in scale format, the teacher and students have clear direction about instructional targets as well as descriptions of levels of understanding and performance for those targets.

Learning Goals and Progression Scales

Handout

- **Score/Step 4:** In addition to Score 3.0 performance, in-depth inferences and applications that go beyond what was taught.
- **Score/Step 3 (TARGET Learning Goal): No major errors or omissions regarding any of the information and/or processes (simple or complex) that were explicitly taught.**
- **Score/Step 2:** No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes.
- **Score/Step 1:** With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
- **Score/Step 0:** Even with help, no understanding or skill demonstrated.

Example for Adaptation & Evolution

- **Score 4:** The student makes in-depth inferences and applies the concept of evolutionary change to new situations.
- **Score 3 (TARGET):** The student *explains* how the scientific theory of evolution is supported by observed evolutionary change and *discusses* mechanisms of evolutionary change.
- **Score 2:** The student *recognizes* that the scientific theory of evolution is supported by observed evolutionary change and *identifies* mechanisms of evolutionary change.
- **Score 1:** With help, a partial understanding of some of the simpler details and processes of evolutionary change.
- **Score 0:** Even with help, no understanding or skill demonstrated.

Is why the Taxonomy/Pedagogy of the benchmarks is soooooooooo Important!

Know		Comprehend	
Count	Read	Classify	Interpret
Define	Recall	Cite	Locate
Describe	Recite	Conclude	Make sense of
Enumerate	Record	Describe	Paraphrase
Find	Reproduce	Discuss	Predict
Identify	Select	Estimate	Report
Label	Sequence	Explain	Restate
List	State	Generalize	Review
Match	View	Give examples	Summarize
Name	Write	Illustrate	Trace
Apply		**Analyze**	
Assess	Instruct	Break down	Examine
Change	Predict	Characterize	Illustrate
Chart	Prepare	Classify	Infer
Choose	Produce	Compare	Limit
Compute	Relate	Contrast	Outline
Construct	Report	Correlate	Point out
Demonstrate	Select	Diagram	Prioritize
Determine	Show	Differentiate	Relate
Develop	Solve	Discriminate	Separate
Establish	Use	Distinguish	Subdivide
Synthesize		**Evaluate**	
Adapt	Invent	Appraise	Interpret
Categorize	Modify	Argue	Judge
Compose	Organize	Assess	Justify
Construct	Perform	Choose	Predict
Create	Produce	Compare & Contrast	Prioritize
Design	Propose	Conclude	Prove
Formulate	Reinforce	Critique	Rank
Generate	Reorganize	Decide	Rate
Incorporate	Rewrite	Defend	Reframe
Integrate	Structure	Evaluate	Support

Learning Goal and Progression Scale Template

Handout

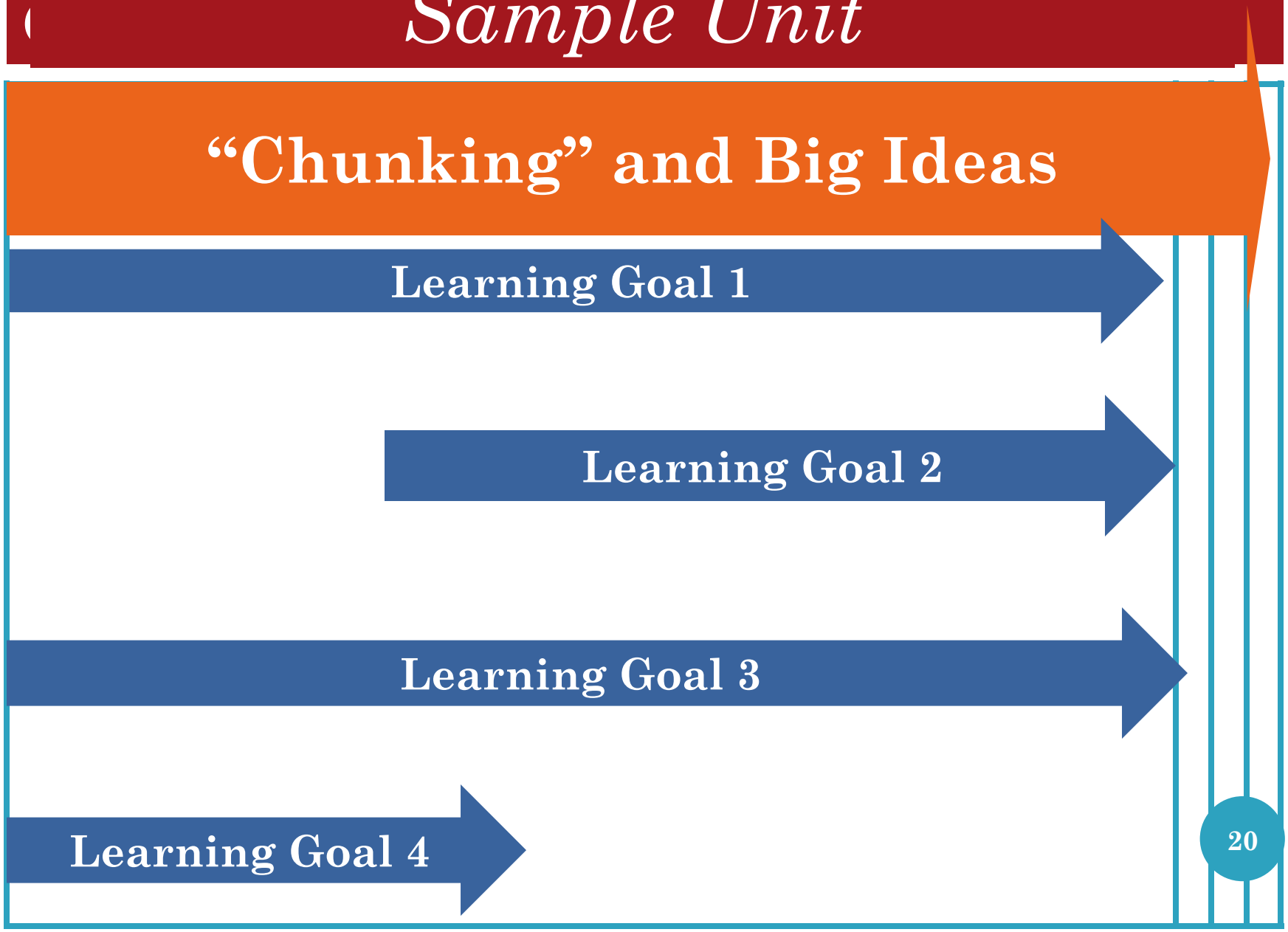
Course:		
Standard:		
Score 4.0	*The student will:* In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	**Sample Progress Monitoring and Assessment Activities** I get it and I could teach others. I have mastered the skill and could teach it to others.
Score 3.0 (*Target Learning Goal*)	*The student will:* The student will understand and/or be able to: The student exhibits no major errors or omissions.	I get it! I have mastered this skill. I understand the topic.
Score 2.0	*The student will:* There are no major errors or omissions regarding the simpler details and processes as the student: However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	I am a little confused. I can demonstrate this skill with simple examples.
Score 1.0	*The student will:* With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	Please help me! I am still learning this topic and can demonstrate with a little help.
Score 0.0	Even with help, no understanding or skill demonstrated.	

EXAMPLE OF A PROGRESSION SCALE

Handout

Course:	Agriscience Foundations 1	
Standard:	**9.0 Apply leadership and citizenship skills** 09.01 Identify and describe leadership characteristics. 09.02 Identify opportunities to apply acquired leadership skills. 09.06 Conduct formal and informal meetings using correct parliamentary procedure skills. 09.07 Identify the opportunities for leadership development available through the National FFA Organization and/or profes… organizations. • **LACC.910.RST.2.4** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context. • **LACC.910.RST.1.1** Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.	
Score 4.0	• Students can apply and extend their understanding of the characteristics of leadership and can correctly use (as chair and/or participant) correct parliamentary procedure in formal and informal settings. • The student demonstrates leadership characteristics and skills effectively and can apply them to National, State, and local FFA Organization leadership development opportunities	**Sample Progress Monitoring and Assessment Activities** Student correctly chairs a mock Informal and/or formal meeting Student participates in National, State , and/or local FFA leadership opportunities
Score 3.0 *(Target Learning Goal)*	The student will understand and/or be able to: • Identify and demonstrate leadership characteristics and skills • Conduct formal and informal meeting using correct Parliamentary Procedure • Describe National, State, and local FFA Organization leadership development opportunities	• Student correctly participates in mock Informal and formal meetings • Student creates a presentation about National, State and local FFA opportunities
Score 2.0	Student can identify and describe leadership characteristics, correct parliamentary procedure skills, and National, State and local FFA opportunities.	The student identifies and describes the components of informal and formal meetings . The student identifies and describes National, State and local FFA opportunities
Score 1.0	Student can identify leadership characteristics ,correct parliamentary procedure skills, and National, State and local FFA opportunities	
Score 0.0	Students are not able to identify leadership characteristics, correct parliamentary procedure skills, or National, State and local FFA opportunities	

Sample Unit


"Chunking" and Big Ideas
Learning Goal 1
Learning Goal 2
Learning Goal 3
Learning Goal 4

Instructional Design in Layers

Course Requirements and Standards

"Chunks" or Big Ideas

Major Learning Goals

Progression Scales for Major Learning

Progress Monitoring Assessment:

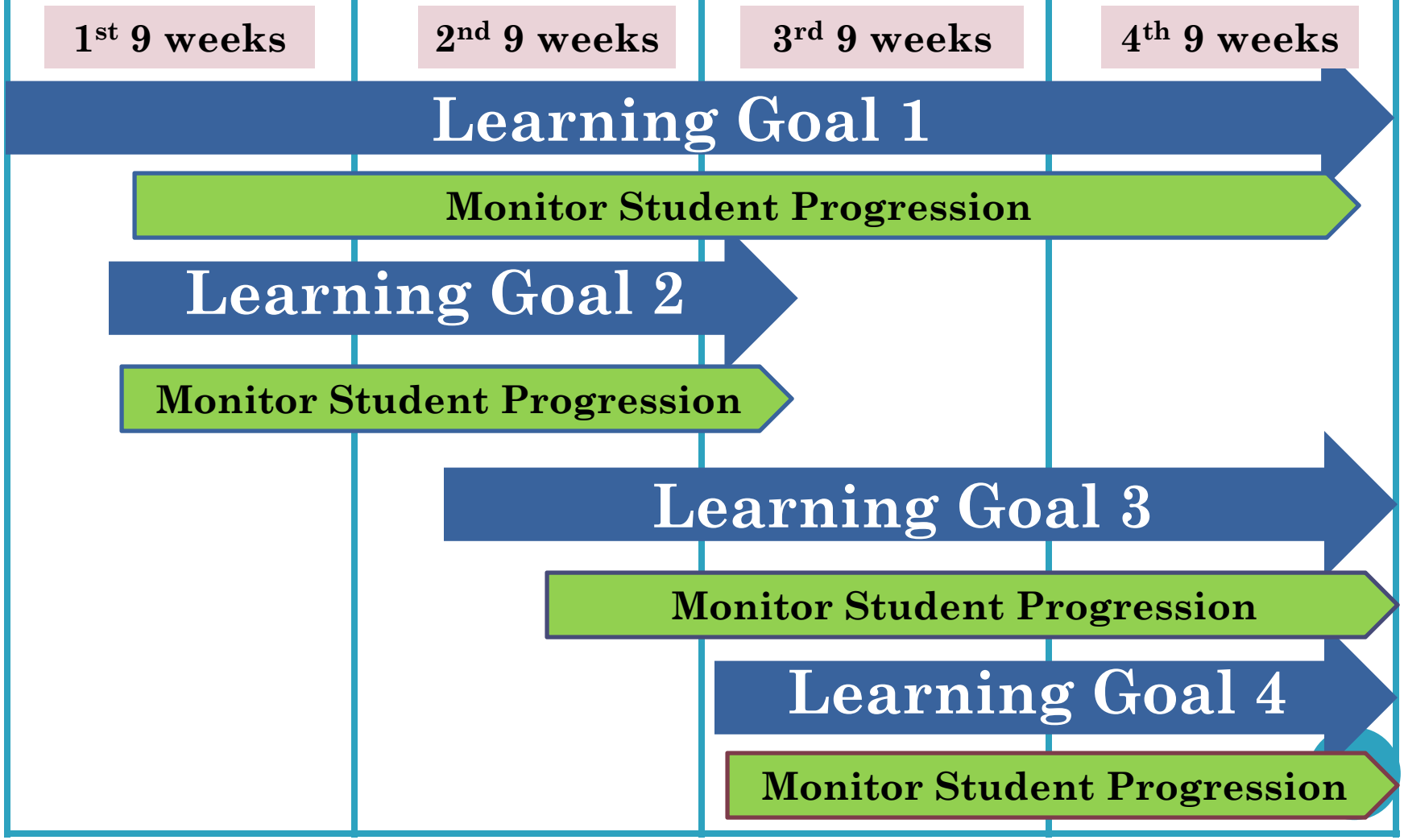
Create or identify appropriate assessments to monitor student progress towards attainment of the major learning goals for the course.

Ways to Monitor Progress

- Tests
- Projects
- Industry Certifications
- Capstones
- Presentations
- Portfolios
- Products

Course Requirements/Standards

"Chunks" or Big Ideas



Instructional Design in Layers

Course Requirements and Standards

"Chunks" or Big Ideas

Major Learning Goals

Progression Scales for Major Learning

Progress Monitoring Assessments

Title:	**Digital Video Production 1**
CTE Standards/Benchmarks:	**17.0** Demonstrate language arts knowledge and skills • **17.01**: Locate, comprehend and evaluate key elements of oral and written information. • **17.02**: Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary. • **17.03**: Present information formally and informally for specific purposes and audiences. **18.0** Solve problems using critical thinking skills, creativity and Innovation • **18.01** Employ critical thinking skills independently and in teams to solve problems and make decisions **24.0** Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives • **24.01** Employ leadership skills to accomplish organizational goals and objectives. LT1.0 • **24.02** Establish and maintain effective working relationships with others in order to accomplish objectives and tasks. LT3.0 • **24.03** Conduct and participate in meetings to accomplish work tasks
CCSS ELA & Literacy in History/Social Studies, Science, and Technical Subjects	**LACC.910.WHST.2.4**- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **LACC.910.WHST.2.5**- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. **LACC.910.WHST.2.6**- Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
Standards for Mathematical Practice	**MACC.K12.MP.6:** Attend to precision. **MACC.K12.MP.7:** Look for and make use of structure.
Next Generation Sunshine State Standards	n/a
Instructions to Teacher: Have students write, critique, and edit scripts for their chosen video project. Students will review the editing process with their peers and practice their created scripts. Students are to make necessary revisions if errors or corrections were needed to allow for a better flow and end product.	
Vocabulary:	
Instructions to Students:	
Instructions for Learning Styles Modifications: Allow students to work with partners, in groups or complete the activity as a class.	
Assessment for Activity:	
Approximate Length of Time for Activity:	
Materials Needed:	
Resources Needed:	
Activity:	
Attachments:	

Bureau of Curriculum and Instruction

Learning Goals with Progression Scales for Monitoring Student Achievement and Promoting Greater Depth of Learning

Florida's Teacher Evaluation Model currently includes the use of learning goals defined by five key features:

1. Begin with standards defined by the NGSSS/CCSS course descriptions
2. Using the standard(s) develop a measurable learning goal that describes what students should know and be able to do
3. Describe the steps (progression scales) students will make as they work towards mastery of the learning goal
4. Students utilize the learning goal(s) with progression scales to monitor their own progress towards the attainment of the goal (proficiency target)
5. A very fluid guideline for time spent on instruction and learning for a learning goal is somewhere between 3 and 6 weeks

As Florida implements the Common Core State Standards in ALL content areas, we will transition to a new way of work that integrates our major state initiatives including:

- Learning goals with progression scales for monitoring student achievement (attainment of the goal and/or proficiency)
- Standards-based instruction
- Collaborative learning through lesson study, professional learning communities, communities of practice, etc…
- Multi-tiered system of supports at all levels (state, district, school, teacher, and student)
- Florida's Continuous Improvement Model (FCIM)

So what does this new way of work entail?

1. We begin with the standards defined by the NGSSS/CCSS course descriptions and the critical areas of focus (clusters, big ideas, standards, enduring understandings, etc…).
2. Using these critical areas of focus and the standards, we "chunk" the content of the course descriptions into a few broad concepts (big ideas) that will guide the development of our learning goals and allow time for the content to be covered in depth with more opportunities for students to make connections across content areas and to real world applications.
3. Learning goals are crafted to describe what students should know and be able to do and mapped to reflect the amount of time most students will require to master the content (in a few cases this may be the whole year) and any overlaps that may naturally occur to promote those opportunities to help students make the important connections between major concepts. (You may consider this a new version of Florida's Focus Calendars.)
4. Now that we have defined our targets (learning goals), we need to use the "chunks" of standards associated with each learning goal to define the steps that most students will make to attain the goal. We will describe in steps what students will know and be able to do first and then second and so forth as they delve deeper into the concepts and skills associated with the learning goal. We will also consider the types of assessments that will provide us with appropriate data to determine what level the student's performance level at a given time. In other words, what might success look like at step 2 for a specific learning goal?
5. Finally, using this data we can plan for formal progress monitoring at the school or district level guided by expected student progressions and the content focus. The assessments should align with the instructional plan to evaluate students' progress towards attainment of one or more goals.

Course:	**Digital Video Production**	
Standard/Benchmarks	**17.0** Demonstrate language arts knowledge and skills **18.0** Solve problems using critical thinking skills, creativity and Innovation **24.0** Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives **LACC.910.WHST.2.4**- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **LACC.910.WHST.2.5**- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. **LACC.910.WHST.2.6**- Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. **MACC.K12.MP.6:** Attend to precision. **MACC.K12.MP.7:** Look for and make use of structure.	
Score 4.0	***The student will:*** • Locate, comprehend and evaluate key elements of oral and written information. • Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary. • Present information formally and informally for specific purposes and audiences. • Employ critical thinking skills independently and in teams to solve problems and make decisions • Employ leadership skills to accomplish organizational goals and objectives. • Establish and maintain effective working relationships with others in order to accomplish objectives and tasks. • Conduct and participate in meetings to accomplish work tasks	**Sample Progress Monitoring and Assessment Activities** *The student will:* • Write, critique, and edit scripts for a video project. • Review the editing process with peers. • Practice created scripts. • Make necessary revisions if errors or corrections were needed to allow for a better flow and end product. • Share created projects with class for peer review • Pass the unit exam with a 90% or better
Score 3.0 (Target)	• Locate, comprehend and evaluate key elements of oral and written information. • Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary. • Present information formally and informally for specific purposes and audiences. • Employ critical thinking skills independently and in teams to solve problems and make decisions • Employ leadership skills to accomplish organizational goals and objectives. • Establish and maintain effective working relationships with others in order to accomplish objectives and tasks. • Conduct and participate in meetings to accomplish work tasks	• Write, critique, and edit scripts for a video project. • Review the editing process with peers. • Practice created scripts. • Make necessary revisions if errors or corrections were needed to allow for a better flow and end product. • Share created projects with class for peer review • Pass the unit exam with a 80% or better
Score 2.0	• Locate and evaluate key elements of oral and written information. • Draft and revise written documents using correct grammar, punctuation and	• Write, critique, and edit scripts for a video project. • Review the editing process with peers.

	vocabulary. • Present information informally for specific purposes and audiences. • Demonstrate critical thinking skills independently and in teams to solve problems and make decisions • Demonstrate leadership skills to accomplish organizational goals and objectives. • Establish effective working relationships with others in order to accomplish objectives and tasks. • Participate in meetings to accomplish work tasks	• Practice created scripts. • Make necessary revisions if errors or corrections were needed to allow for a better flow and end product. • Share created projects with class for peer review • Pass the unit exam with a 70% or better
Score 1.0	• Locate key elements of oral and written information. • Prepare written documents using correct grammar, punctuation and vocabulary. • Present information for specific purposes and audiences. • Demonstrate critical thinking skills in teams to solve problems and make decisions • Use leadership skills to accomplish organizational goals and objectives. • Use effective working relationships with others in order to accomplish objectives and tasks. • Participate in meetings to accomplish work tasks	• Write, critique, and edit scripts for a video project. • Review the editing process with peers. • Practice created scripts. • Make necessary revisions if errors or corrections were needed to allow for a better flow and end product. Share created projects with class for peer review • Pass the unit exam with a 60% or better
Score 0.0	Students are not able to	

Course:		
Standards:		
Score 4.0	***The student will:***	**Sample Progress Monitoring and Assessment Activities** *The student will:*
Score 3.0 (Target) Learning Goal		
Score 2.0		
Score 1.0		
Score 0.0		

Learning Goal with Progression Scale Template

Course:		
Standard(s):		**Sample Progress Monitoring and Assessment Activities**
Score/Step 4.0		
Score/Step 3.0 Target (Learning Goal)		
Score/Step 2.0		
Score/Step 1.0		
Score/Step 0.0		