Figure 3.10: Ten-Day Cycle Planning Template

Priority Standard Unpacking for Ten-Day Cycle

Grade and Subject or Course	Time When Teachers Expect Proficiency

Priority Standard	

Prior-Year Standard Connection	Next-Year Standard Connection

Content (Nouns) What Students Need to Know	Skills (Verbs With Nouns) What Students Need to Be Able to Do

Academic Language

	Learning Ladder	Scaffolding Strategies
Extensions		
Grade-Level Standard Most Complex ↑ Least Complex		
Prior Knowledge		

Grade-Level Student Learning Targets for Assessment and Reflection (Bundled Targets)

Exemplars at Grade Level

Ten-Day Cycle Calendar

Monday	Tuesday	Wednesday	Thursday	Friday

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Common Formative Assessment Team-Data Analysis

1. Identify the priority standard or learning target assessed.

2. Identify the students who demonstrated learning at levels of advanced, proficient, close to proficient, or far from proficient. Total the number of students in each level for the team.

Advanced	Proficient	Close to Proficient	Far From Proficient

3. Look at samples of student work. What are the trends in thinking or reasoning unique to the advanced students? What are the trends unique to the proficient students? Continue with each level and write down the trends in student work for each.

Advanced	Proficient	Close to Proficient	Far From Proficient

4. Determine a collective plan to target interventions or extensions for each group of students. Which teacher will be responsible for the learning of each group? When will teachers re-evaluate the close-to-proficient and far-from-proficient groups to see if learning occurred?

Advanced	Proficient	Close to Proficient	Far From Proficient

Teacher: Teacher: Teacher: Teacher:

                                                   Date for re-evaluation: Date for re-evaluation: