

Figure 1.3: Snapshot of Criteria for Prioritizing Standards

| Criteria for Prioritizing Standards |
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| <ul style="list-style-type: none"> • Does the standard have endurance? Are the skills and knowledge embedded in the standard critical for students to remember beyond the course or unit? For example, the ability to coherently summarize complex text is a skill that extends beyond a particular unit of instruction. Teachers expect students to be able to summarize key details from their reading throughout high school and even into their professional careers. Therefore, summarizing is an enduring skill worth teaching. • Does this standard have leverage? Are the skills and knowledge in the standard applicable across several disciplines? For example, summarizing complex text might be taught in ELA when students experience a literary work, but it is equally valuable when reading content in social studies and science. If the skills embedded in a standard have value in other content areas, the standard has leverage and should become a priority. • Is the standard needed for student readiness? Does the standard include prerequisite skills and knowledge necessary to prepare students for the next grade? For example, when students learn the structure and elements of an opinion paper, it equips them with skills they need to tackle the more rigorous works of argumentation writing. Therefore, when prioritizing standards, consider the progression of skills from one grade level to the next, and choose those that build the foundation for future learning. • Will the standard be needed for high-stakes exams? Will students need to know and apply the skills and knowledge of the standard on external exams? For example, in district, state or provincial, college, or vocational exams, students might need to respond to questions or writing prompts geared to the standard. Teachers should consider this when discussing which standards are necessary for student preparedness. |

Source: Adapted from Ainsworth, L., & Viegut, D. (2015). Common formative assessments 2.0: How teacher teams intentionally align standards, instruction, and assessment. Thousand Oaks, CA: Corwin Press; Bailey, K., Jakicic, C., & Spiller, J. (2014). Collaborating for success with the Common Core: A toolkit for Professional Learning Communities at Work. Bloomington, IN: Solution Tree Press; Reeves, D. B. (2002). The leader's guide to standards: A blueprint for educational equity and excellence. San Francisco: Jossey-Bass.