

# PLCs

Unpacking a Standard

# Steps of a PLC Team

2

1. Establish norms
2. Identify focus standards for a unit of instruction
3. Unpack the focus standards
4. Develop common assessments
5. Develop rubrics
6. Plan instruction
7. Implement instruction
8. Assess
9. Transparent sharing of assessment results-"get naked with the data"
10. Intervention
11. Reassessment

## Unpacking a Standard for Comprehension and Collaboration

- A. Select focus standards. What should a student know in this unit of study?
- B. Unpack each standard. This clarifies the standard and helps identify the needed assessment and rubric. It will also point to possible lessons within the unit.
  1. **Highlight** the verbs. This immediately identifies the methods of assessment to be used. In Common Core standards, you may need to add a direct verb in parentheses next to the phrase to clarify the verb involved.
  2. **Underline** any word or phrase that you believe would require direct instruction for the ages involved in this standard. If there are places where you disagree, put a small pretest there to answer your questions. Any place that you underline is a place that you would want to build in some formative assessments (direct instruction requires formative assessments-sometimes several) to ensure students grasped the learning.
  3. Use **blue or bold text** for any word or phrase that can only be assessed in the *doing* phase and not in the *done* phase. For any starred item you identify, you will need to have quality criteria for *how well* it needs to be done and *what* will be monitored as they are doing it. You will also need to determine as a team what *proficiency* will be (how well it needs to be done).
  4. **Italicize any tangible product.** These things will require rubrics and proficiency scales in order to judge quality. The criteria in these materials should match the criteria identified in the performances when and where possible.
- C. Develop the assessment and rubric.
- D. Identify key lessons within the unit.
- E. Create a calendar for the unit.

## Integration of Knowledge and Ideas

RH. 11-12.7 **Integrate** and **evaluate** multiple sources of information presented in diverse formats and media (e.g. visually, quantitatively, as well as words) in order to **address** a question or **solve** a problem.

Prompt must be  
created

*Video  
presentation*

*Slide  
presentation*

*Website page*

*Padlet*

*Thinglink*

# Chose another Standard and Practice

## Common Core ELA Literacy Standards Related to History/Social Science

9-10

### Key Ideas and Details:

RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

### Craft and Structure

RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integration of Knowledge and Ideas:

*Guided Practice*