# Strand #5: What Students Need to Know and Do

| Implementation Level | Deep | Proficient | Partial | Minimal |
|---|---|---|---|---|
| **A. Essential Learning Terminology** | Teams communicate essential terminology to students who can demonstrate an understanding and use of the terminology. | Teams have identified and agreed upon essential learning terminology (standards, indicators, essential, nice to know, etc.) | Teams have neither consistently identified nor agreed upon essential learning terminology (standards, indicators, essential, nice to know, etc.), or have done so in a limited fashion. | Little or no evidence of implementation. |
| **B. Identified Standards** | All teams have adopted ELO's using appropriate criteria (endurance; leverage; readiness) or state recommendations. | Most teams have adopted ELO's using appropriate criteria (endurance; leverage; readiness) or state recommendations. | Teams have inconsistently identified essential learning outcomes utilizing common selection criterion, or have done so in a limited fashion. | Little or no evidence of implementation. |
| **C. Unwrapped Standards** | All teams have unwrapped and deconstructed essential learning outcomes including tasks such as:<br><br>• identifying skills and content<br>• aligning horizontally and vertically<br>• written in student-friendly language<br>• determining Depth of Knowledge<br>• Identifying the Big Ideas and Essential Questions<br>• Identifying prior learning. | Most teams have unwrapped and deconstructed essential learning outcomes including tasks such as:<br><br>• identifying skills and content<br>• aligning horizontally and vertically<br>• written in student-friendly language<br>• determining Depth of Knowledge<br>• Identifying the Big Ideas and Essential Questions<br>• Identifying prior learning. | Teams have inconsistently unwrapped and deconstructed essential learning outcomes, or have done so in a limited fashion. | Little or no evidence of implementation. |
| **D. Instructional Timeline (map)** | Teams regularly adjust instructional timelines based on data, and students are able to articulate to others their own learning progressions in each subject area. | Teams have implemented instructional timelines and identified instructional resources for instructing and assessing essential learning outcomes. | Teams have inconsistently developed instructional timelines and/or identified instructional resources for instructing and assessing essential learning outcomes, or have done so in a limited fashion. | Little or no evidence of implementation. |
| **E. Review & Revise Standards** | Systematic protocols are in place for teams to review, reflect and revise components of the ELO process. | Teams review, reflect and revise components of the ELO process. | Teams review, reflect and revise components of the ELO process in a limited way or extent. | Little or no evidence of partial implementation. |