

How do we establish explicit, transparent, measurable, transferable, and rigorous common expectations for learning of knowledge, skills, and dispositions that students can learn actively using different pathways?

What do we want our students to know and be able to do?

1

How do we collect a defensible body of evidence from timely, relevant, and actionable quality assessments that empower students to demonstrate their application and transfer of learning at their own pace?

How will we know if each student has learned it?

2

How do we provide equitable opportunities for extension and enrichment for students who are further along on the expected learning progression based on their individual learning needs?

How will we extend the learning for students who have demonstrated proficiency?

4

How do we ensure students receive equitable, timely, differentiated directed support and intervention based on their individual learning needs?

How will we respond when some students do not learn it?

3