

<b>Development or Analysis of Competency Statements Across Grades: Is there a defensible learning progression?</b>			
<b>Linked to a Big Idea?</b>			
<b>Grade Levels or Grade Spans*</b>			
<b>Competency Statement (Learning Goal)</b>	<b>Students will...</b>	<b>Students will...</b>	<b>Students will...</b>
<b>Break down Competency Statement into</b>	I can	I can	I can
<b>Learning Targets** Using Kid-Friendly Language</b>	I can	I can	I can
<b>"I Can ..."</b>	I can	I can	I can
	I can	I can	I can
	I can	I can	I can
<b>Identify Alignment to Content Standards?</b>			
<b>Identify Alignment Personal Success Skills? (SEL, Work Habits, etc.)</b>			

\*Listing competencies for adjacent grade levels or grade spans allows for a review of potential learning progressions across grades.

\*\* Creating learning targets (I can...) helps in the development of scales that describe performance (and learning) from Beginning to Proficient +