

# Standards Alignment Form Example

In addition to analyzing standards by grade level, teachers and teams should also break down standards to best understand learning targets, learning progressions, who benefited and who did not benefit, as well as potential vocabulary students need to understand for each particular standard.

## EXAMPLE: Instructions

Standards alignment:                      Building:                       
*Insert number.* *Insert building name.*

Grade(s):                      Quarter taught:                      Team members:                       
*Insert grade.*                      1   2   3   4                      *Insert team members names here.*

### Step 1

Standard:                       
*Insert standard and number.*

*Directions: Copy and paste from the vertical alignment tool.*

### Step 2

Learning intentions:  
*Directions: In sequential steps, and in student friendly language, describe what the student will learn. Use as many sequential steps as needed.*

### Step 3

Learning progressions:  
*Directions: Sequence the instructional steps that build upon one another and place them in order as they build in the unit.*

- *What prior knowledge, vocabulary, and skills are needed?*

### Step 4

Who benefited, who did not:  
*Directions: Explain what teachers need to do when students need extended time to learn or additional opportunities to expand their thinking?*  
*Share examples or descriptions of what and how you will respond.*

## Step 5

Necessary vocabulary:

*Directions: Identify necessary vocabulary that teachers need to identify for students to know and learn during the instructional unit.*

## Step 6

Instruction and rigor:

*Directions: Identify the instructional strategies used to move students through learning.*

- *Knowing that (surface)*
- *Knowing how (deep)*
- *Knowing with (transfer)*

*Consider how checks for understanding and retrieval practices will be embedded.*

## Step 7

Success criteria:

*Directions: Identify the success criteria.*

*What are the steps or features of the learning intentions?*

- *I can (include an example or description of proficient work) ...*

## Step 8

Common assessments:

*Directions: Identify what assessments will be used to measure student mastery?*

## Step 9

District approved resources:

*Directions: List or link district-approved resources, activities, and units.*

Assessments:

Content:

Strategies: