Facilitator’s Guide to the Stage 2 Conversation

III. Step 2: Stage 2 – Acceptable Evidence

Time Frame
This conversation should occur approximately 10 to 14 days before the unit is scheduled to begin.

Items Needed
- The standards aligned to this unit
- The Stage 1 and Stage 2 components of this unit
- The “Know, Understand, and Be able to do” graphic organizer created in the first conversation, if applicable
- Learning principles

Items NOT Needed
- Examples of activities for students
- Lesson plans
- Student work
- Commercially prepared tests and/or test banks

Focus Question for this Discussion
- What are the various ways students could prove proficiency in regard to the standards, understandings, and/or knowledge and skills?

Facilitative Questions/Statements to Guide Discussion
1. Based on our earlier conversation, what is it we expect students to know, understand, and be able to do?
2. What are ways students might demonstrate this knowledge, understanding, and skills?
3. What formative evidence are we going to be looking for in our classrooms on a daily basis? What will students be doing? What can we listen for? What will we observe? Where do we need additional evidence?
4. Will the evidence match the standards students are supposed to meet?
5. Do we need a rubric to measure student progress and achievement?
6. Let’s look at the exemplar common assessment (if available) from the Unit Map. How does this assessment meet the standards, understandings, knowledge, and skills?
7. Is this the common assessment we want to use? Why or why not?
8. If we need to create our own common assessment, what should it include?
9. Does our common assessment match the standards and enduring understandings?
10. If we wrote our own, let’s evaluate our common assessment using the CFA rubric. What do we need to change?
11. What performance task(s) will students do?

Evidence for this portion of the PLC Framework
- Meeting agenda and/or minutes
- The PLC should have created one common assessment for use at the end of the unit.