

Design Criteria for the Review of Course Specific Standards

Structure

- Each semester course's standards will be grouped into 3 – 6 Overarching Standards.
 - These standards represent the 3 – 6 fundamental and essential learnings of the course.
 - If a student has not taken this course, then he or she cannot do this.
 - If a student has successfully completed this course, then he or she must be able to do this.
 - Departments may choose to have common Overarching Standards for all courses.
 - Think of these as standards on which you would report on a progress report or report card.
 - These are the learning goals and targets students are striving to achieve.
- Each Overarching Standard will be supported by 2 – 4 Prioritized Standards and there will be a total of 12 – 22 Prioritized Standards
 - Student achievement of these standards lead to the accomplishment of the overarching standards.
 - Think of these as the answer to the student who will ask you “How do I improve my achievement of the Overarching Standard?”

Form

- Overarching and Prioritized Standards will use the sentence stem of “By the end of the course, the students will be able to ...”
 - Follow this stem with a verb such as explain, apply, analyze, differentiate, organize, evaluate, critique, create, generate, or produce.
 - Instead of “understand”, consider what the student will do to *demonstrate* understanding. How will the understanding be assessed?

Content

Each standard, both Overarching and Prioritized, will demonstrate the following characteristics:

- Teacher Judgment: you as a professional consider this learning to be essential.
- Assessment: this learning will be included on a classroom, district, or state assessment.
- Endurance: this learning will be used by the student beyond school.
- Leverage: this learning will be used by the student in other courses or domains.
- Readiness: this learning will be used by the student in subsequent courses. (Marzano)

Alignment: Each course's Overarching and Prioritized Standards will align with departmental goals, school-wide Learning Expectations, and national standards such as the Common Core State Standards and the Next Generation Science Standards.

Courses may include material which is not identified in a specific Overarching Standard.