

# PLC Question Number 1: What do we expect students to learn?

*Desired Mental State: Students know the progression toward mastery & where they are in that progression.*

To find out if they have reached this state of clarity on the learning journey, ask them these questions ([Click here for Clarity Data Collection Tool](#)):

**What are we learning?**

**How will we know/ show we have learned it?**

**Why are we learning it?**

**What do we need to do next to learn it?**

## Student Behaviors

## Team/Teacher Behaviors

<p><b>Self-Assess</b> • Students use <b>proficiency scales, scoring rubrics, &amp; success criteria</b> to determine where they are &amp; how they have progressed (.96 ES). They use these tools to reflect, evaluate their own learning (.75 ES), and make sense of ongoing, targeted feedback in order to identify their next steps &amp; continue their progress toward mastery (.72 ES).</p> <p><b>Visualize</b> • Students view &amp; analyze <b>examples</b> of proficient student work to visualize what mastery of the essential standards, learning targets &amp; success criteria will look like for them (.57 ES).</p> <p><b>Personalize</b> • Students identify &amp; record <b>personal learning goals</b> as they relate to the targeted standard(s) (.56 ES).</p>	<ul style="list-style-type: none"> <li>• Provide scales &amp; rubrics.</li> <li>• Implement routines for using scales.</li> <li>• Use formative scores</li> <li>• Design assessments that generate formative scores</li> <li>• Create student-friendly proficiency scales.</li> </ul> <ul style="list-style-type: none"> <li>• Gather/create models of proficiency (67 ES).</li> <li>• Help students connect those models to the specific learning targets &amp; success criteria.</li> </ul> <ul style="list-style-type: none"> <li>• Ask students to personalize learning goals as they relate to the targeted standard(s). (60 ES)</li> </ul>
<p><b>Proficiency</b> • Students can explain <b>what proficiency looks like</b> in their own words, clearly articulating the work that a proficient student will do to demonstrate mastery (.75 ES).</p> <p><b>Targets</b> • Students can state the <b>learning targets</b> for the unit &amp; each lesson &amp; how they will know/show that they have learned them through formative assessments (.68 ES).</p> <p><b>Questions</b> • Students frequently engage with <b>key questions</b> to build understanding, identify where they are in their learning, &amp; decide how to move forward. (.46 ES)</p> <p><b>Vocabulary</b> • Students articulate the <b>critical academic vocabulary &amp; key concepts</b> that are essential for learning prior to instruction of the standard (.67 ES).</p>	<ul style="list-style-type: none"> <li>• Analyze &amp; unpack the core standards <b>regularly</b> to come to a clear consensus about what proficiency means &amp; looks like.</li> <li>• Communicate proficiency expectations to students early &amp; often.</li> </ul> <ul style="list-style-type: none"> <li>• Create student-friendly learning targets.</li> <li>• Share targets in both written/oral format.</li> <li>• Link learning &amp; assessment activities back to the learning targets.</li> <li>• Provide verbal feedback &amp; celebrate progress.</li> </ul> <ul style="list-style-type: none"> <li>• Identify powerful questions &amp; question stems.</li> <li>• Introduce &amp; frame questions in ways that engage all students.</li> <li>• Use questions to create frequent formative assessment.</li> </ul> <ul style="list-style-type: none"> <li>• Identify critical vocabulary.</li> <li>• <a href="#">Teach critical vocabulary effectively</a> (.97)</li> </ul>
<p><b>Vision</b> • Students reference the long term <b>overview</b> of where they are going &amp; where their daily learning fits into that overview (.60 ES)</p> <p><b>Priority</b> • Students know the <b>essential standards</b> for success in the course &amp; <b>why</b> they are essential. (.75 ES)</p>	<ul style="list-style-type: none"> <li>• Create &amp; provide unit overviews/maps (.62 ES).</li> <li>• Connect daily objectives to long term outcomes.</li> </ul> <ul style="list-style-type: none"> <li>• Identify &amp; communicate essential standards to students &amp; parents.</li> <li>• Communicate why mastery matters (<a href="#">R.E.A.L.</a>) (.67 ES)</li> </ul>
<p><b>Unclear</b> • Students are not able to articulate what they are learning or why it matters.</p>	<ul style="list-style-type: none"> <li>• Teams/Teachers are unaware of the need to create clarity and/or the tools needed.</li> </ul>