

**Figure 5.6: Collaborative Team Checklist for Essential Standards**

Statement	Yes	No	Notes for Future Use
1. We have a list of the <i>essential standards</i> for our course or grade level that we chose with the REAL criteria in mind (readiness, endurance, assessed, and leverage).			
2. These essential standards come from our state's standards for our course or grade level.			
3. Our essential standards represent about one-third of our curriculum.			
4. We've unwrapped the essential standards to identify the learning targets that we need to teach for students to master these standards.			
5. We've listed both explicit and implicit learning targets from our essential standards.			
6. We've identified and discussed the cognitive demand (DOK) each learning target requires.			
7. We've discussed what the summative assessment will look like for each essential standard.			
8. We've planned where we will stop to administer a common formative assessment.			
9. We have a pacing guide that ensures we have enough time to teach, assess, and respond to our essential standards.			
10. Our pacing guides list the assessments we have developed or have a place to list them as they are written.			
11. We have unit plans that account for the expected number of days a unit will take to complete and determine when we will administer common formative assessments and the common summative assessment.			
12. Our unit plans list the learning targets we will teach and the order we will teach them. In some cases, we will list specific activities when we know they are important to teaching a specific learning target.			