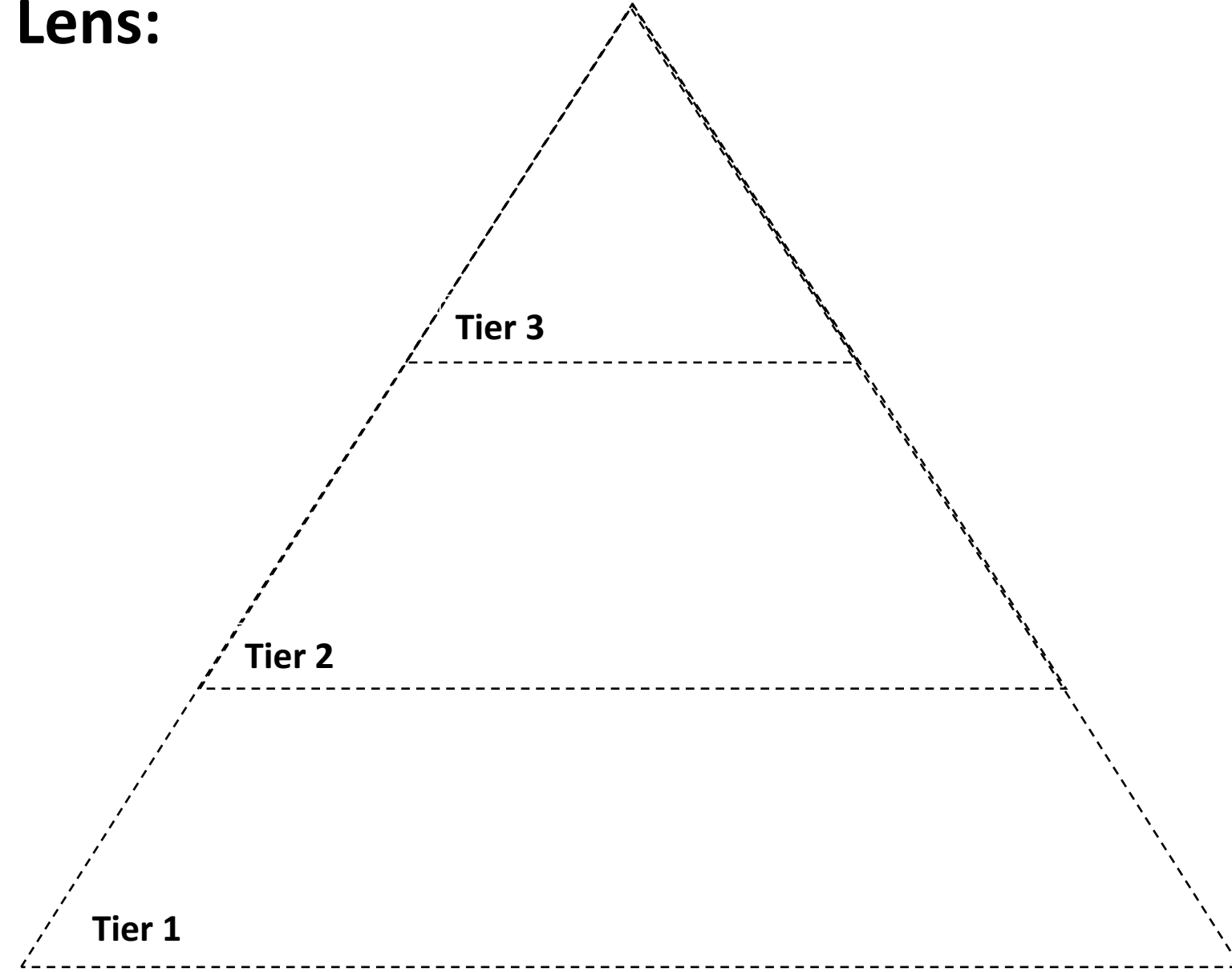
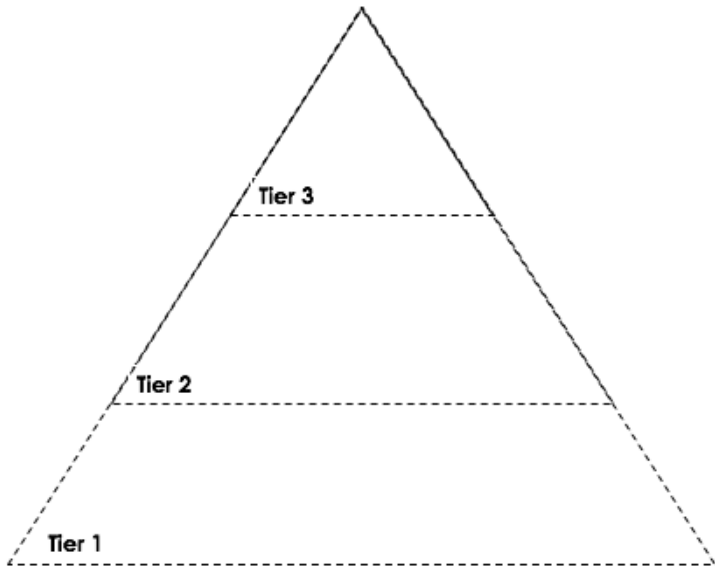


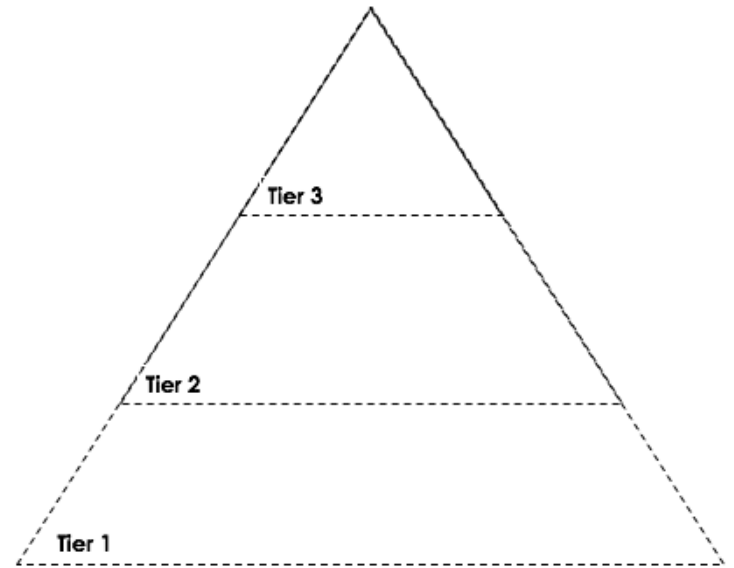
# RTI Triangle

Lens:

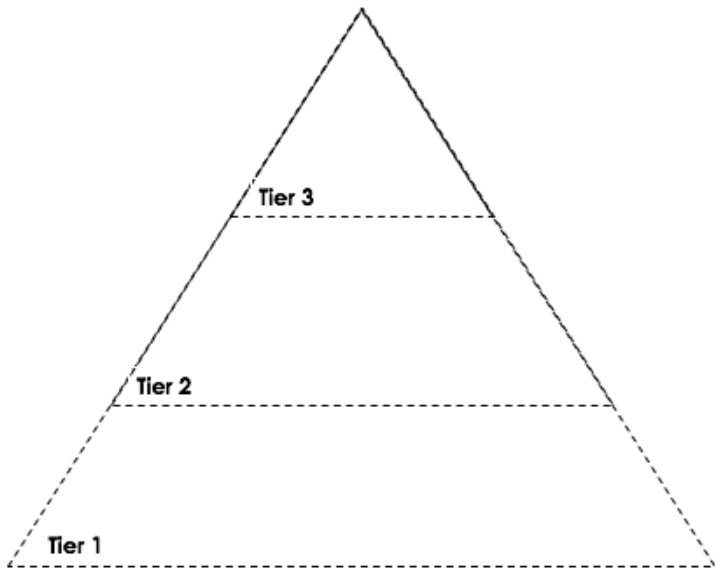




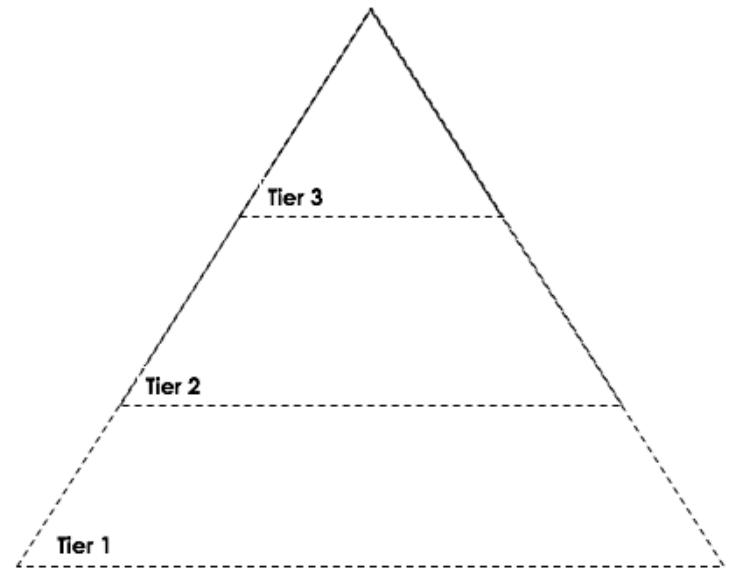
**Literacy**



**Numeracy**



**Behaviour**



**Social Emotional**

# RTI Triangle

Grade/Course/Subject (place)  
Grade 3

Curricular Lens:

Writing

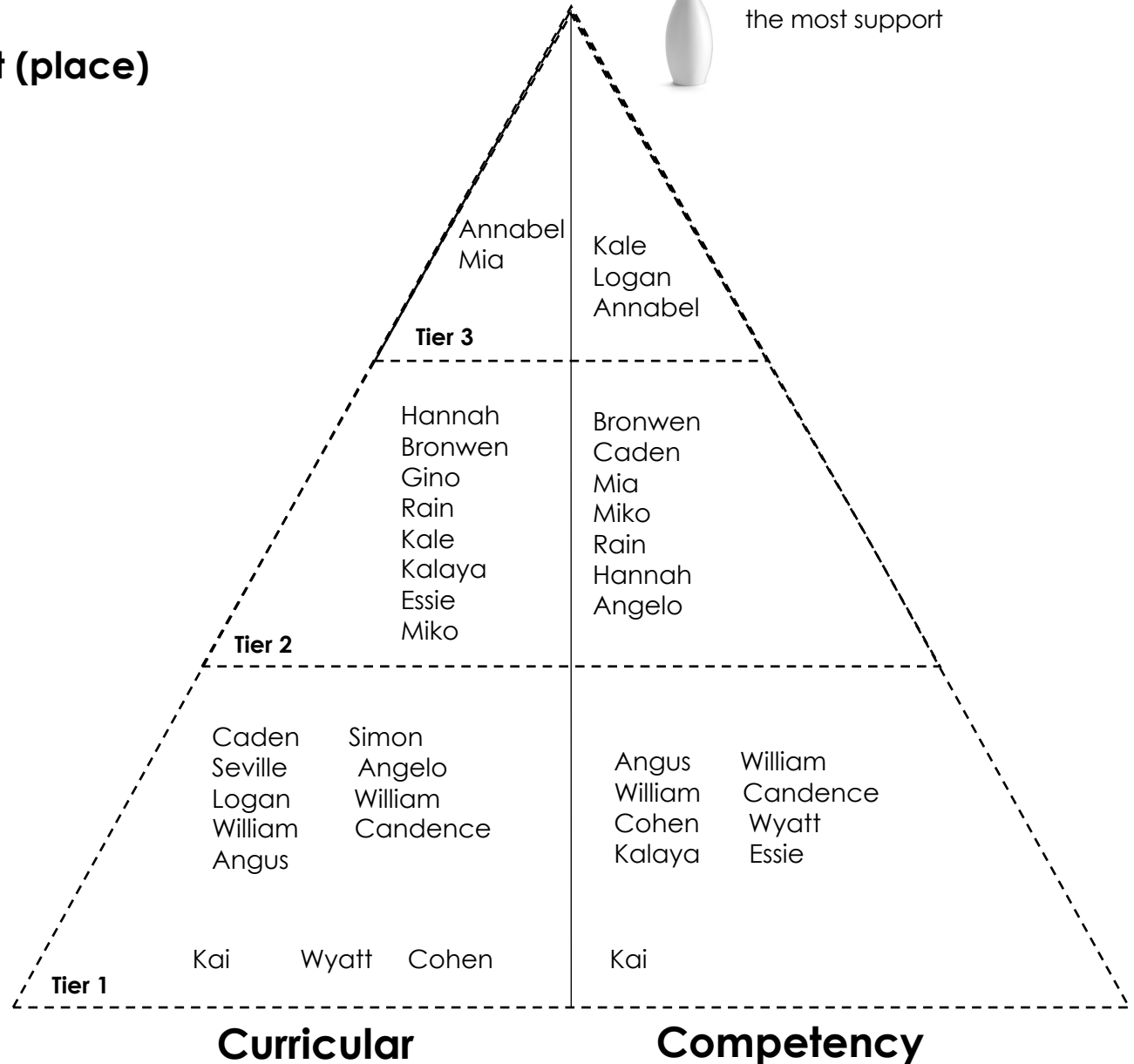
Competency Lens:  
Creative thinking



Students who need the most support



Students who need the most challenge



# Backwards Design: Choose the goals

- **Content**

- What do we need to know?

- **Process**

- What do we need to do?

# What is different? The ratios!

## PRESCRIBED LEARNING OUTCOMES BY GRADE

### GRADE 4

#### *Processes and Skills of Science*

*It is expected that students will:*

- make predictions, supported by reasons and relevant to the content
- use data from investigations to recognize patterns and relationships and reach conclusions

#### *Life Science: Habitats and Communities*

*It is expected that students will:*

- compare the structures and behaviours of local animals and plants in different habitats and communities
- analyse simple food chains
- demonstrate awareness of the Aboriginal concept of respect for the environment
- determine how personal choices and actions have environmental consequences

#### *Physical Science: Sound and Light*

*It is expected that students will:*

- identify sources of light and sound
- explain properties of light (e.g., travels in a straight path, can be reflected)
- explain properties of sound (e.g., travels in waves, travels in all directions)

#### *Earth and Space Science: Weather*

*It is expected that students will:*

- measure weather in terms of temperature, precipitation, cloud cover, wind speed and direction
- analyse impacts of weather on living and non-living things

# Backwards Design: Choose the goals

- **Backwards Design**
  - **Big Idea**
    - What do we need to understand?
  - **Content**
    - What do we need to know?
  - **Curricular Competencies**
    - What do we need to do?
  - **Core Competencies**
    - Who do we need to become?

# The goal ratios have shifted



**BIG IDEAS**

The increasing interconnectedness of global society carries both positive and negative consequences.

Discoveries and innovations can result in progress or decline.

The pace, pattern, and direction of historical change is the product of a highly variable and unpredictable set of processes.

Intercultural contact and conflict lead to multiple complex experiences and perspectives.

**Learning Standards**

**Curricular Competencies**

*Students will develop competencies needed to be active, informed citizens:*

- Use Social Studies inquiry processes (ask questions, gather, interpret and analyze ideas, and communicate findings and decisions)
- Compare different interpretations and assessments of the significance of people, places, events, and/or developments over time and place (significance)
- Ask questions and corroborate inferences about the content, origins, and purposes of multiple sources (evidence)
- Determine key historical turning points that led to progress and decline for different groups (continuity and change)
- Test and/or develop different geographic models and theories (continuity and change)
- Determine and assess the long- and short-term causes and the intended and unintended consequences of an event, decision, or development (cause and consequence)
- Explain different perspectives on past or present people, places, issues, and events, and distinguish between worldviews of today and the past (perspective)
- Recognize implicit and explicit ethical judgments in a variety of sources (ethical judgment)
- Make reasoned ethical judgments about controversial actions in the past and present after considering the context and standards of right and wrong (ethical judgment)

**Concepts and Content**

*Students will know and understand the following concepts and content related to **Canada and the Early Modern World (15th to 18th Century)**:*

- relationships between expansion, exploration, and colonization
- interactions and exchanges between explorers and indigenous people, including Europeans and Aboriginal people in North America
- social, political, and economic systems and structures, including those of at least one indigenous society in the world
- religious systems and spiritual practices, including those of at least one indigenous society in the world
- scientific, philosophical, and technological innovations in this period, including cartography and navigation
- the relationship between humans and the physical environment

# Backwards Design: Choose the goals

- **Backwards Design**
  - **Big Idea**
    - What do we need to understand?
  - **Content**
    - What do we need to know?
  - **Curricular Competencies**
    - What do we need to do?
  - **Core Competencies**
    - Who do we need to become?

# Flip Book

**M**iserable

**T**wo-toed

**L**izard



Miserable

Two-toed

Lizard



BIG IDEA

### Context

(Teacher & Student interests decide what kids need to understand)

Content

### Scope & Sequence

(Society/department decides what kids need to know)

Curricular Competencies

### Responsive

(Teacher decides what their class needs to do)

Core Competencies

### Responsive

(Kids decide what they/ their class need to become)

Teacher Evaluation

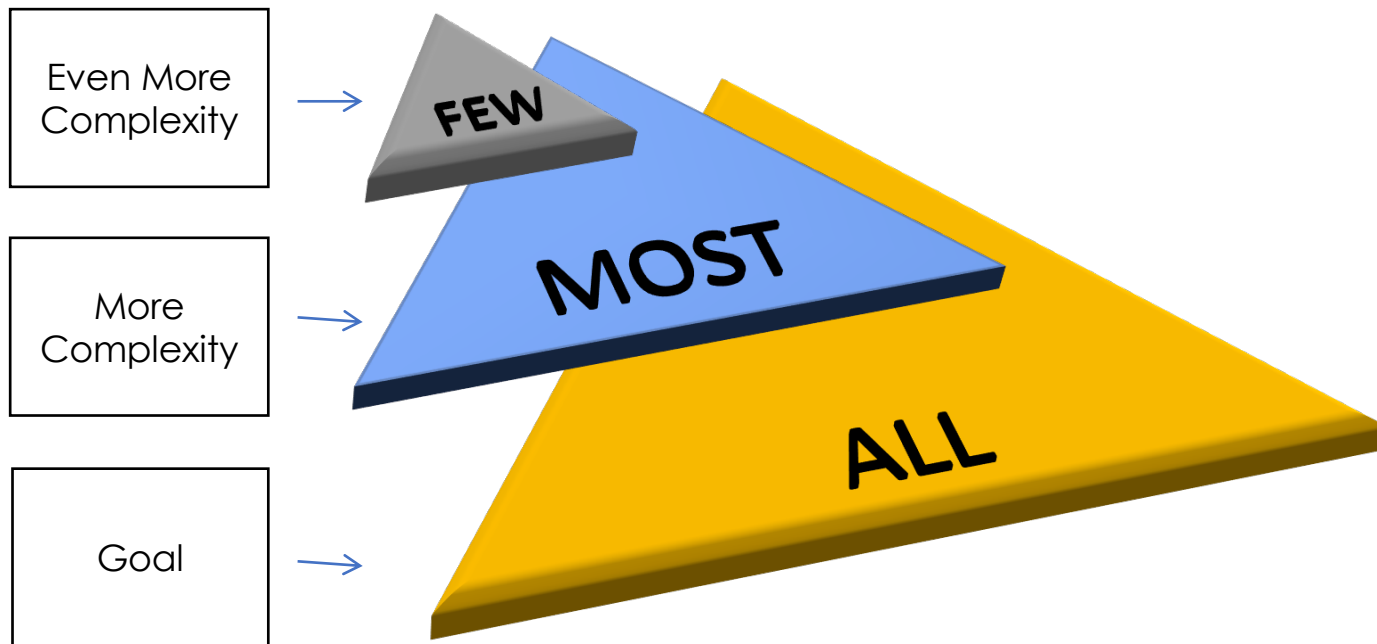
Student Evaluation

# Backwards Design: The Plane

|   |   |   |
|---|---|---|
| Grade: 3/4  | Subject Area: Language Arts - Writing   | Planning Team: Carly & Shelley and Ucluelet team  |
| Big Idea: Using language in creative and playful ways helps us understand how language works. |   | Unit Guiding Question: What is creative and playful language? How can I use creative and playful language in a story? |
| Content Goal  | I know the elements of story  |   |
| Curricular Competency Goal  | I can create <u>stories</u> and other <u>texts</u> to deepen awareness of self, family, and community |   |
| Curricular Competency Goal  | I can plan and create a variety of <u>communication forms</u> for different purposes and audiences    |   |
| Curricular Competency Goal  | I can communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation |   |
| Core Competency Goal  | I can be a creative thinker by developing my ideas  |   |

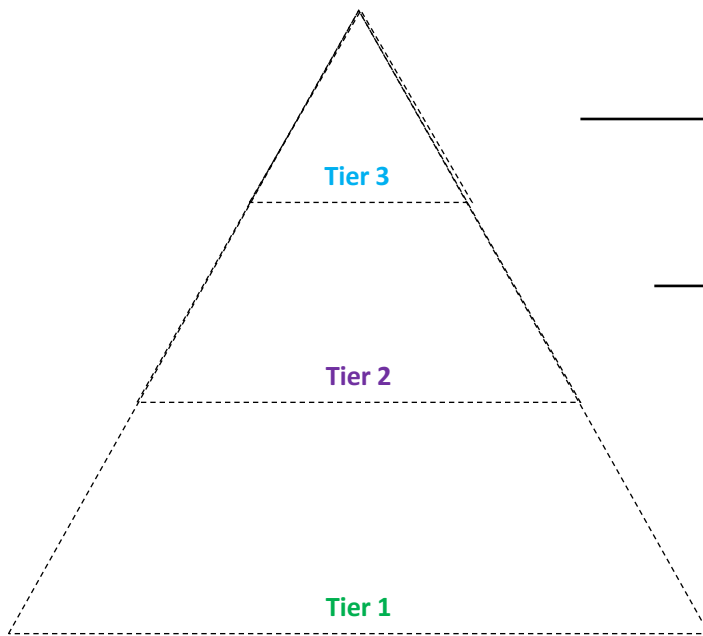
|                            |                      |                           |
|----------------------------|----------------------|---------------------------|
| <b>Grade:</b>              | <b>Subject Area:</b> | <b>Planning Team:</b>     |
| Big Idea(s):               |                      | Unit Guiding Question(s): |
| Content Goal               | I know...            |                           |
| Curricular Competency Goal | I can...             |                           |
| Curricular Competency Goal | I can...             |                           |
| Curricular Competency Goal | I can...             |                           |

# Planning Pyramid

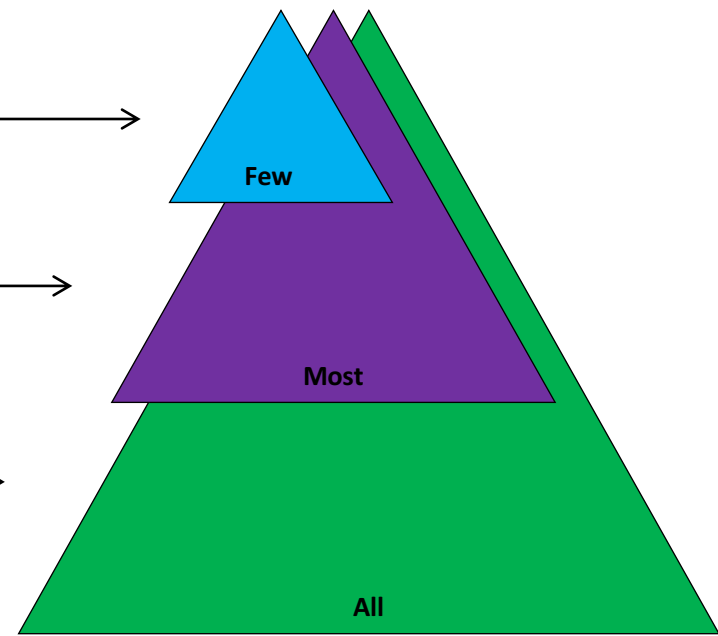


# What happens if we combine frameworks?

RTI Triangle



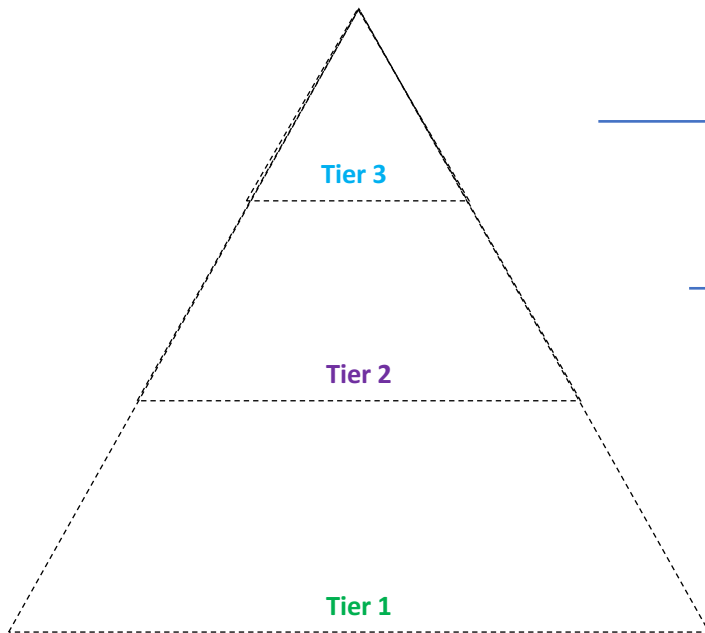
Planning Pyramid



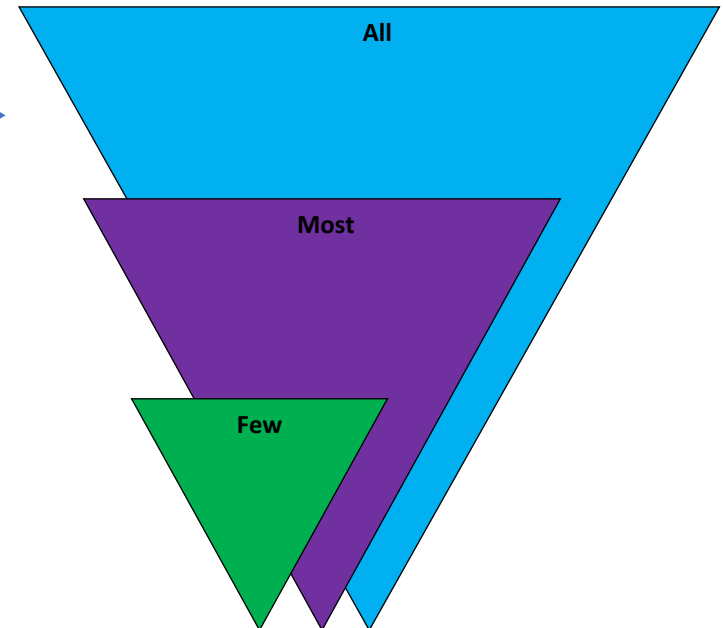
What do you notice?

# What happens if we combine frameworks?

RTI Triangle



Planning Pyramid



**Grade:**

**Subject Area:**

**Content Goal:**

I know the elements of story

**Goal for ALL**

I know that stories have a problem and characters

**Goal for MOST**

I know that stories have setting and plot

**Goal for FEW**

I know that stories have theme

**Key concepts (elaborations)**

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**Grade:**

**Subject Area:**

**Curricular Competency Goal:**

I can Develop and apply expanding word knowledge

**Goal for ALL**

I can take risks in my story and try new things

**Goal for MOST**

I can use descriptive words in my story

**Goal for FEW**

I can play with words and structures in my story

**Key concepts (elaborations)**

**Adjectives & descriptive words**

taking risks in trying out new word choices and beginnings, starters; playing with words, structures, and ideas

# Planning Pyramid - Learning Map

- Adjustable curriculum
- More than one “standard” designed for the average
- Multiple exit points
- Multiple complexity measures
- Start from access, add on challenge
- Different from a rubric

# Rubrics vs. Learning Maps

|      |         |         |          |
|------|---------|---------|----------|
|      | deficit | deficit | Standard |
| goal |         |         |          |



# THE SCRUMPTIOUS RUBRIC REFERENCE

## BARELY HANGING ON



The customer wants a refund. Bread alone is not a sandwich. It's like you gave the bread and pop out just to show you were listening.

**Translation:** You only did the small stuff to suffice turning it in. The artwork is missing all important details and signs of understanding or perseverance.

## NEEDS SOME UMPH



Your sandwich disappoints the customer. There's no flavor and not enough meat, if any at all. About the only thing great is the Citrus Drop.

**Translation:** You are missing important details within your artwork. Expectations are not met. Improvement is needed and lack of understanding is present.

## GETS THE POINT



Your sandwich met expectations. It has flavor but nothing too exciting. You included the meat but gee, a side of chips would be nice.

**Translation:** Your artwork meets expectations, you went as far as the requirements expected and you used what knowledge you had to do so.

## RIGHT ON!



Your sandwich went beyond expectations. You threw in some extra flavor and tomatoes and surprised the customer with a side of chips.

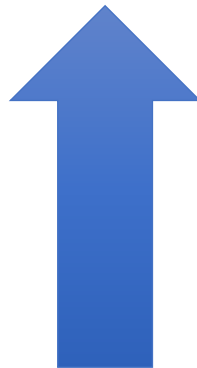
**Translation:** Your artwork exceeds all expectations; you used creativity, went beyond the basic requirements and showed obvious understanding.

# Rubric



# One point rubric

|      |          |
|------|----------|
|      | Standard |
| goal |          |



# One point rubric



# Backwards Design: The Plane

|   |   |   |
|---|---|---|
| Grade: 3/4  | Subject Area: Language Arts - Writing   | Planning Team: Carly & Shelley and Ucluelet team  |
| Big Idea: Using language in creative and playful ways helps us understand how language works. |   | Unit Guiding Question: What is creative and playful language? How can I use creative and playful language in a story? |
| Content Goal  | I know the elements of story  |   |
| Curricular Competency Goal  | I can create <u>stories</u> and other <u>texts</u> to deepen awareness of self, family, and community |   |
| Curricular Competency Goal  | I can plan and create a variety of <u>communication forms</u> for different purposes and audiences    |   |
| Curricular Competency Goal  | I can communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation |   |
| Core Competency Goal  | I can be a creative thinker by developing my ideas  |   |

# One point rubric

Name:

Date:

Unit Guiding question:

What is creative and playful language? How can I use creative and playful language in a story?

**Areas where I need support**

**I can do this!**

**Areas where I need challenge**

I know the elements of story

I can create a story to understand myself, my family, and my community

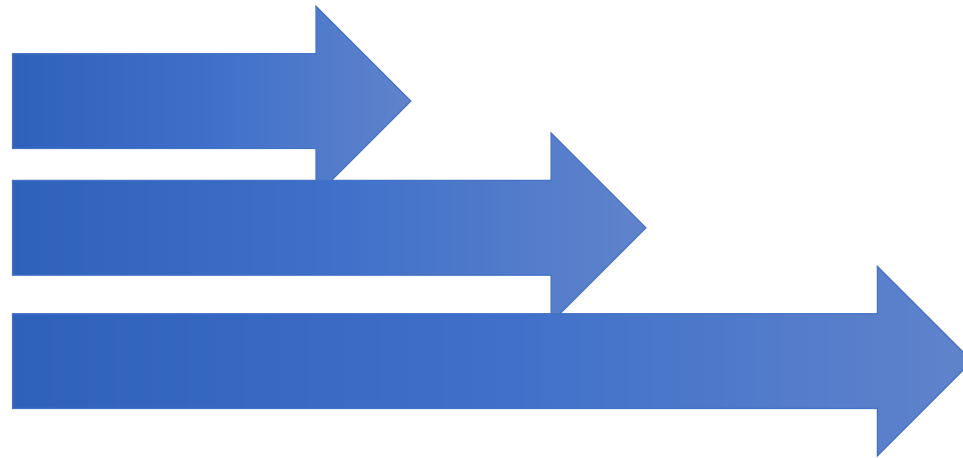
I can plan and create a a story for different audiences

I can write sentences and use Canadian spelling, grammar, and punctuation

I can build my knowledge of words and use new words in my story

# Rubrics vs. Learning Maps

|      | Standard | More complex | More complex |
|------|----------|--------------|--------------|
| goal |          |              |              |






# Learning Map



# Rubrics vs. Learning Maps

|      | Standard | More complex | More complex |
|------|----------|--------------|--------------|
| goal |          |              |              |
| goal |          |              |              |
| goal |          |              |              |

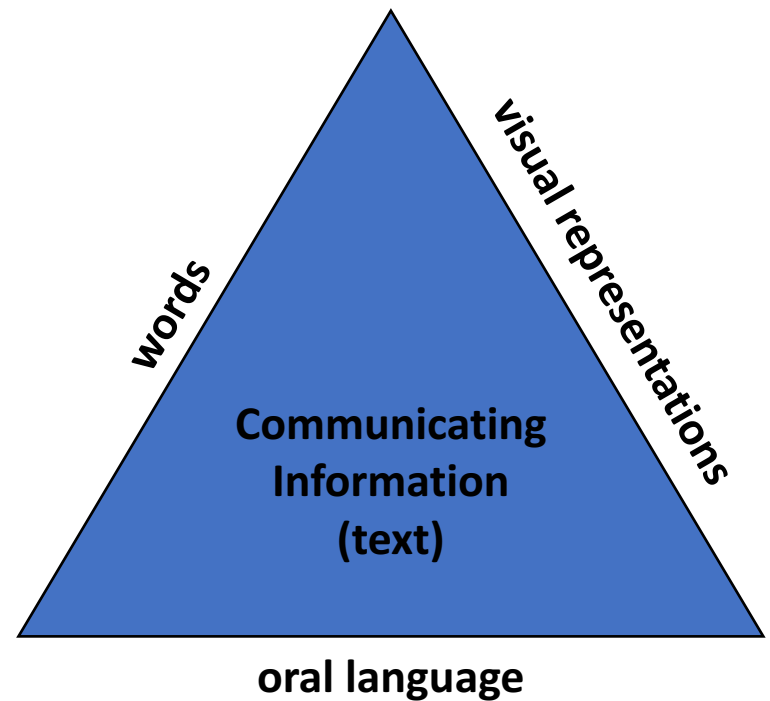
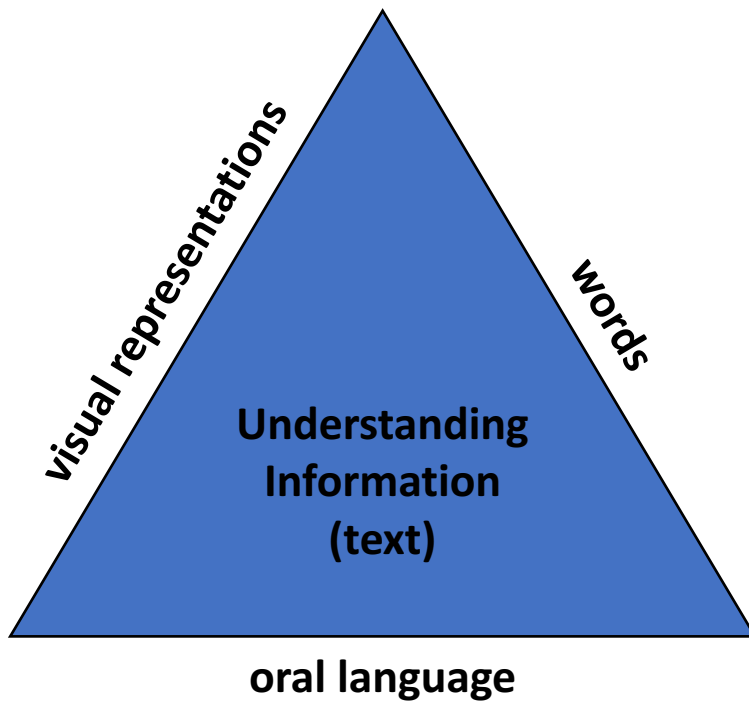
# Building a Learning Map!

|                                 |   |                                     |   |            |   |
|---------------------------------|---|-------------------------------------|---|------------|---|
| <b>Course/Subject/Grade(s):</b> |   | <b>Planning Team:</b>               |   |            |   |
| Unit Guiding Question:          |   |                                     |   |            |   |
|                                 |   |                                     |   |            |   |
| <b>Goals</b>                    | <b>Access</b>   | <b>All</b>                          | <b>Most</b>   | <b>Few</b> | <b>Challenge</b>  |
| <b>Content:</b>                 |   |                                     |   |            |   |
| <b>Curricular Competencies</b>  |   |                                     |   |            |   |
|                                 |   |                                     |   |            |   |
|                                 |   |                                     |   |            |   |
|                                 |   |                                     |   |            |   |
|                                 |  |                                     |  |            |  |
|                                 | <b>Prior knowledge</b>  | <b>Grade Level /Band Curriculum</b> |   |            | <b>Extension</b>  |

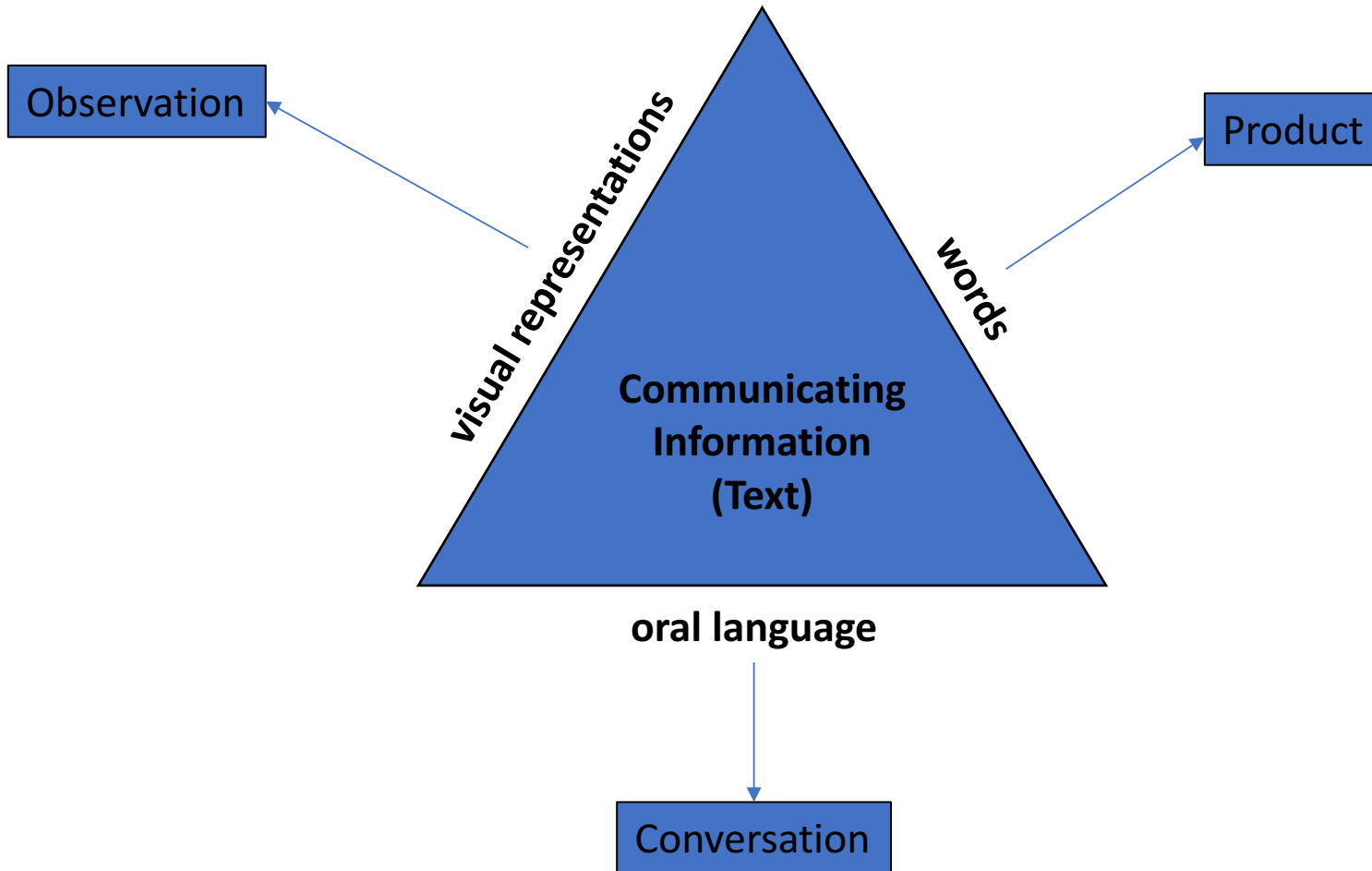
| Course/Subject/Grade(s): Grade 3 writing   |   | Planning Team: Carly & Shelley and Ucluelet team                               |  |  |   |  |
|--|---|--|--|--|---|--|
| Unit Guiding Question(s): What is creative and playful language? How can I use creative and playful language in a story? |   |  |  |  |   |  |
|  |   |  |  |  |   |  |
| Goals  |   | This is what I <b>need</b> to know and do                                      | This is what I <b>must</b> know & do   | This is what I <b>can</b> know & do  | This is what I <b>could</b> know & do   | This is what I <b>can try to</b> know & do   |
| <b>Content:</b> I know the elements of story   |   | I know what a story is<br>I know where to find them                            | I know that stories have problems and characters   | I know that stories have setting and plot  | I know that stories have theme  | I know that stories can have a purpose   |
| <b>Curricular Competencies:</b>  | I can create <i>stories</i> and other <i>texts</i> to deepen awareness of self, family, and community | I can share an event from my life<br><br>I can share a story following a model | I can share a story connected to myself<br><br>I can share a story in one way (visual, oral, written)<br><br>I can share a story to entertain and engage an audience | I can share a story about an experience or my identity<br><br>I can share a story in another way<br><br>I can share a story that instructs an audience | I can share a story about a personal journey<br><br>I can share a story in any way<br><br>I can share a story that inspires an audience | I can share my story integrating many ways   |
|  | I can plan and create a variety of <i>communication forms</i> for different purposes and audiences    | I can create for myself and my class community                                 | I can plan and create in one way (visual, oral, written)<br><br>I can create for a small group audience  | I can plan and create in two ways<br><br>I can create for another group  | I can plan and create in any ways<br><br>I can create for a group I don't know  | I can plan and create integrating many ways<br><br>I can create for a virtual audience |
|  | I can communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation | I can use pattern sentences<br><br>I can use capital letters                   | I can write sentences<br>I can connect multiple sentences together<br><br>I can use Canadian spelling in my writing  | I can write paragraphs<br><br>I can use punctuation in my writing  | I can connect multiple paragraphs together<br><br>I can use grammar in my writing   | I can create a thesis for my writing   |
|  | I can Develop and apply expanding <i>word knowledge</i>   | I can use words in my story  | I can take risks in my story and try new things  | I can use descriptive words in my story  | I can use more specific words to describe my story  | I can use a thesaurus to develop words in my story                                     |

# Assessment!

# Teaching & Assessing



# 1. How do students show what they know?



# Rethinking Letter Grades

## Rethinking Letter Grades

A Five-Step Approach for Aligning  
Letter Grades to Learning Standards

Caren Cameron  
Kathleen Gregory

Coauthors of *The Value of Evidence-Based  
and the Knowledge and Skills*



# Evidence & Grading

- 2. How do we keep track of progress?

# 1. Standards based vs. standardized curriculum

Kristine Nannini YoungTeacherLove

## Standards Based Grading

...helps teachers:

Give quality feedback

In the traditional grade book, Katie and her parents would see her grades and think she is getting by just fine.

But standards based grading reveals that she has not completely mastered the standards.

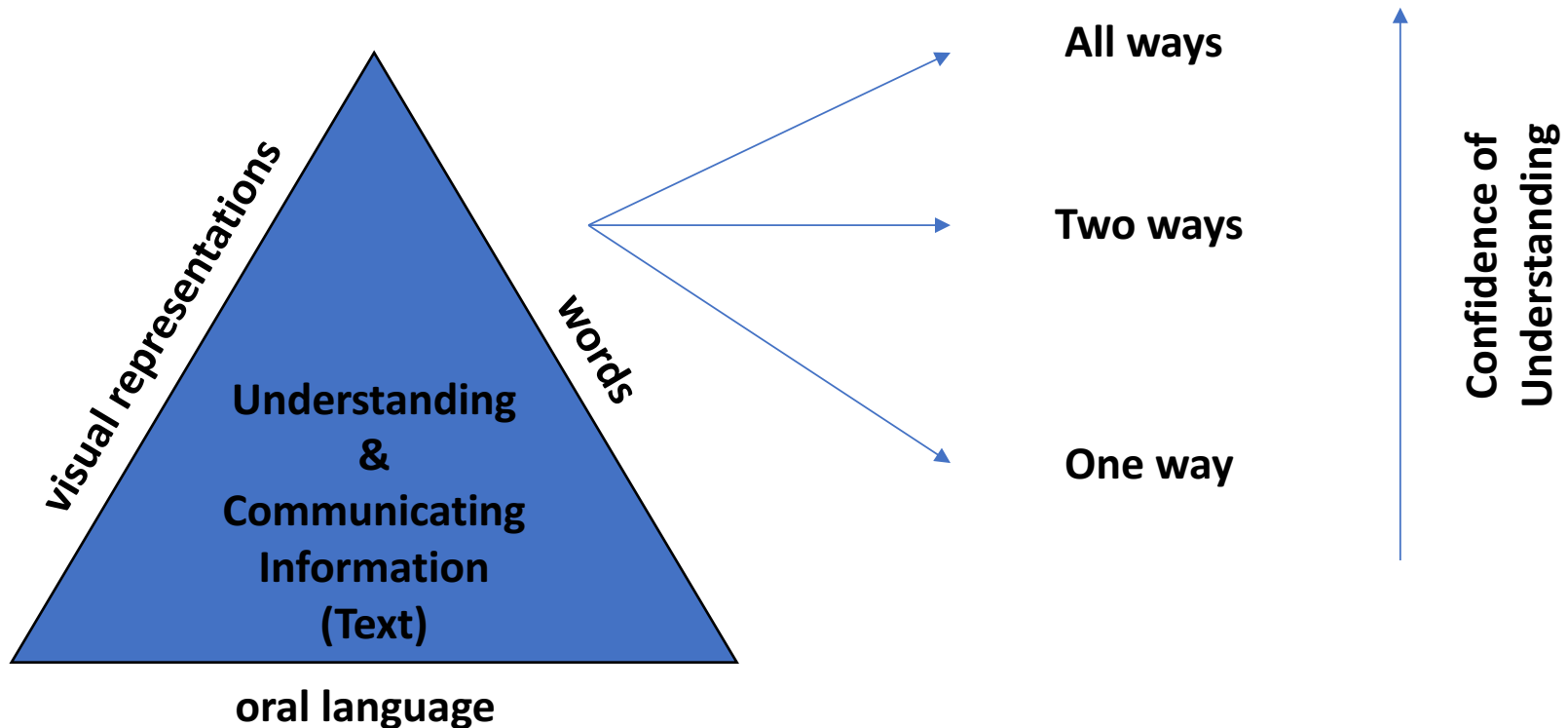
### Traditional Grade Book

| Name  | Homework | Quiz 1 | Quiz 2 | Chapter 2 Test |
|-------|----------|--------|--------|----------------|
| Katie | 90%      | 88%    | 82%    | 80%            |
| Joe   | 60%      | 75%    | 88%    | 70%            |
| Sara  | 10%      | 90%    | 98%    | 100%           |
| John  | 100%     | 50%    | 60%    | 54%            |

### Standards Based Grade Book

|       | Standard 1: Use parenthesis, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. | Standard 2: Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. | Standard 3: Generate two numerical patterns using two given rules, identify apparent relationships between corresponding terms, form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. |
|-------|---|--|--|
| None  |   |  |  |
| Katie | 4   | 2  | 2  |
| Joe   | 2   | 3  | 1  |

# 1. How do student show what they know?



# Evidence & Grading

- 3. How do we communicate progress?
  - How to we communicate progress if we still have to provide a grade

|              | Content                      |      |     |       | Curricular Competencies   |      |      |     |  |     |      |      |   |       |     |      |      |     |       |     |
|--------------|------------------------------|------|-----|-------|---|------|------|-----|--|-----|------|------|---|-------|-----|------|------|-----|-------|-----|
|              | I know the elements of story |      |     |       | I can create <u>stories</u> and other <u>texts</u> to deepen awareness of self, family, and community |      |      |     | I can plan and create a variety of <u>communication forms</u> for different purposes and audiences |     |      |      | I can communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation |       |     |      |      |     |       |     |
|              | C-                           | C+   | B   | A     | C   | C+   | B    | A   | C  | C+  | B    | A    | C   | C+    | B   | A    |      |     |       |     |
| Learning Map | need                         | must | can | could | try   | need | must | can | could  | try | need | must | can   | could | try | need | must | can | could | try |
| Student      |                              |      |     |       |   |      |      |     |  |     |      |      |   |       |     |      |      |     |       |     |
| Student      |                              |      |     |       |   |      |      |     |  |     |      |      |   |       |     |      |      |     |       |     |
| Student      |                              |      |     |       |   |      |      |     |  |     |      |      |   |       |     |      |      |     |       |     |
| Student      |                              |      |     |       |   |      |      |     |  |     |      |      |   |       |     |      |      |     |       |     |
| Student      |                              |      |     |       |   |      |      |     |  |     |      |      |   |       |     |      |      |     |       |     |



|              | Content   |                   |         |               | Curricular Competencies  |             |                   |         |   |           |             |                   |   |               |           |             |                   |         |               |           |       |
|--------------|---|-------------------|---------|---------------|--|-------------|-------------------|---------|---|-----------|-------------|-------------------|---|---------------|-----------|-------------|-------------------|---------|---------------|-----------|-------|
|              | I can create <i>stories</i> and other <i>texts</i> to deepen awareness of self, family, and community |                   |         |               | I can plan and create a variety of <i>communication forms</i> for different purposes and audiences |             |                   |         | I can communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation |           |             |                   | I can create <i>stories</i> and other <i>texts</i> to deepen awareness of self, family, and community |               |           |             | Total             |         |               |           |       |
|              | 10  | 5                 | 3       | 2             | 10   | 5           | 3                 | 2       | 10  | 5         | 3           | 2                 | 10  | 5             | 3         | 2           | 80                |         |               |           |       |
| Learning Map | Approaching   | Minimally Meeting | Meeting | Fully Meeting | Exceeding  | Approaching | Minimally Meeting | Meeting | Fully Meeting   | Exceeding | Approaching | Minimally Meeting | Meeting   | Fully Meeting | Exceeding | Approaching | Minimally Meeting | Meeting | Fully Meeting | Exceeding | Date: |
| Student      |   |                   |         |               |  |             |                   |         |   |           |             |                   |   |               |           |             |                   |         |               |           |       |
| Student      |   |                   |         |               |  |             |                   |         |   |           |             |                   |   |               |           |             |                   |         |               |           |       |
| Student      |   |                   |         |               |  |             |                   |         |   |           |             |                   |   |               |           |             |                   |         |               |           |       |
| Student      |   |                   |         |               |  |             |                   |         |   |           |             |                   |   |               |           |             |                   |         |               |           |       |
| Student      |   |                   |         |               |  |             |                   |         |   |           |             |                   |   |               |           |             |                   |         |               |           |       |

|              | Content   |                   |         |               | Curricular Competencies  |             |                   |         |   |           |             |                   |   |               |           |             |                   |              |               |           |       |          |
|--------------|---|-------------------|---------|---------------|--|-------------|-------------------|---------|---|-----------|-------------|-------------------|---|---------------|-----------|-------------|-------------------|--------------|---------------|-----------|-------|----------|
|              | I can create <i>stories</i> and other <i>texts</i> to deepen awareness of self, family, and community |                   |         |               | I can plan and create a variety of <i>communication forms</i> for different purposes and audiences |             |                   |         | I can communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation |           |             |                   | I can create <i>stories</i> and other <i>texts</i> to deepen awareness of self, family, and community |               |           |             | Total             | Percentage % |               |           |       |          |
|              | 10  | 5                 | 3       | 2             | 10   | 5           | 3                 | 2       | 10  | 5         | 3           | 2                 | 10  | 5             | 3         | 2           | 80                |              |               |           |       |          |
| Learning Map | Approaching   | Minimally Meeting | Meeting | Fully Meeting | Exceeding  | Approaching | Minimally Meeting | Meeting | Fully Meeting   | Exceeding | Approaching | Minimally Meeting | Meeting   | Fully Meeting | Exceeding | Approaching | Minimally Meeting | Meeting      | Fully Meeting | Exceeding | Date: |          |
| Student      | ✓   | ✓                 |         |               |  | ✓           | ✓                 |         |   |           | ✓           | ✓                 |   |               |           | ✓           | ✓                 |              |               |           | 40    | 50%      |
| Student      | ✓   | ✓                 | ✓       |               |  | ✓           | ✓                 | ✓       |   |           | ✓           | ✓                 | ✓   |               |           | ✓           | ✓                 | ✓            |               |           | 60    | 75%      |
| Student      | ✓   | ✓                 | ✓       |               |  | ✓           | ✓                 |         |   |           | ✓           | ✓                 | ✓   |               |           | ✓           | ✓                 |              |               |           | 50    | 63%      |
| Student      | ✓   | ✓                 | ✓       | ✓             |  | ✓           | ✓                 | ✓       | ✓   |           | ✓           | ✓                 | ✓   | ✓             |           | ✓           | ✓                 | ✓            | ✓             |           | 72    | 90%<br>A |
| Student      | ✓   | ✓                 | ✓       | ✓             |  | ✓           | ✓                 | ✓       | ✓   | ✓         | ✓           | ✓                 | ✓   | ✓             |           | ✓           | ✓                 |              |               |           | 66    | 83%<br>B |

# Teaching – from Faye and Richard Allington

- Gradual release
  - Model/guide/independent practice/independent application
  - Lesson sequence: Connect/Process/Transform & Personalize
- Meaningful tasks
  - What are the activities capturing
- Take the time
- Talking & conversations
- Text
  - Oral, visual, written
  - Multiple levels & perspectives
- Feedback
  - What is working? What is not? What is next?

**Guiding Unit Question:**

**Lesson Goal(s):**

- 1.
- 2.

**Date:**

**Connecting Activity:**

**Specific Supports**

(designed for one, useful for one)

**Mini Lesson:**

**Processing Tasks**

I Need to...

I Must...

I Can...

I Could...

I Can Try to...



Access

All

Most

Few



Challenge

**Share out:**

**Transforming & Personalizing Activity:**

**Targeted Support**

(designed for some, useful for some)

**Universal Supports**

(designed for some, useful for all)



| Course/Subject/Grade(s):  |  | Planning Team:                             |   |   |   |   |
|---|--|--|---|---|---|---|
| Unit Guiding Question(s): How can <i>I share my ideas through</i> pictures and words? |  |  |   |   |   |   |
| Goals   | This is what I <b>need</b> to know and do  | This is what I <b>must</b> know & do       | This is what I <b>can</b> know & do                             | This is what I <b>could</b> know & do                             | This is what I <b>can try to</b> know & do                                    |   |
| <b>Content:</b> I know letter knowledge   | I know letters of my name  | I know the letters of the alphabet         | I know the matching sounds of the letters in the alphabet       | I know that words I say can match initial sounds                  | I know that words I say can match the ending sound                            |   |
| <b>Curricular Competencies:</b>   | I can create <i>text</i>   | I can create a text following a model      | I can share my ideas in one way                                 | I can share my ideas in 2 ways                                    | I can share my ideas in more than 2 ways                                      | I can share my ideas in many ways in a story                          |
|   | I can use language to identify, create, and share ideas, feelings, opinions, and preferences | I can match<br><br>I can share what I like | I can use language to name<br><br>I can share what I don't like | I can use language to show and create<br><br>I can share feelings | I can use language to describe my ideas in detail<br>I can share what I think | I can use language to connect to myself<br><br>I can share my opinion |
|   | I can explore using oral storytelling processes  | I can retell a moment/event                | I can retell a story from my life                               | I can retell a story I have created                               | I can retell another story that know (with permission)                        | I can share a story with expression                                   |
|   | I can be a creative thinker by generating my own ideas                                       | I can add my ideas to a model              | I can get ideas when I use my senses/surroundings to explore    | I can add on to my ideas from my experiences/connections          | I can work with others to get more ideas                                      | I can use strategies to come up with ideas when I'm stuck             |