



# California State Standards Implementation Metric - ELA/Literacy



	1 Initial Awareness	2 Developing Awareness	3 Full Awareness	4 Student Awareness	5 Full Implementation
<b>Standards and Framework</b>	I am aware of my grade level's CA State Standards for ELA/Literacy. I am aware of the ELA/ELD Framework but have not had a chance to read it.	I have received professional learning on the Standards and the Framework and I have a basic understanding. My colleagues and I are beginning to teach lessons that include Close Reading, Opinion/ Argumentative Writing, and Collaborative Conversations in ELA and in content areas.	I fully understand the ELA/ELD Framework and have begun implementing it into my daily instruction in content areas. My colleagues and I use our grade-level span chapter in the framework as a valuable resource for instructional strategies and lesson ideas.	Level 3+ My students engage daily in integrated lessons that foster complex writing, deep text analysis, and elaborate discussions.	Level 4+ My students are consistently involved in a wide variety of meaningful presentations and in-depth projects that demonstrate proficiency in literacy skills and content knowledge through their effective expression.
<b>Planning</b>	My colleagues and I have not yet begun or have just started to plan together to integrate the ELA/Literacy Standards with other content area Standards through backward mapping by unit, trimester, or year. (NGSS, math, Social Studies, P.E.)	My colleagues and I are nearly done with well-planned units for the school year that include ELA/Literacy Standards and literacy skills (reading, writing, speaking, listening and viewing) in content areas. We have identified learning goals and success criteria for each lesson.	From well-planned units, we provide our students with clear learning goals and success criteria for each lesson. Learning goals include literacy skills in content area classes. If my class has ELs, language objectives are also included for each lesson.	My students understand the learning goals and what they should be able to do, say or make at the end of the lesson. (success criteria) They can state learning goals and success criteria for content, literacy, and language (for ELs).	My students take ownership of their progress through the unit of study; they know what learning goals they have mastered and what they need to learn next. Lesson plans are adjusted according to students' mastery of content and literacy goals.
<b>Instruction</b>	I am beginning to learn about the various instructional strategies that implementing ELA/Literacy will require. I will need time to learn and practice the pedagogical shifts that 21 <sup>st</sup> century learning demands.	I have received professional learning on instruction for literacy, and I have begun to implement: Close Reading, Opinion/ Argumentative Writing, having Collaborative Conversations, and using DOK-levelled questions.	I consistently use a variety of instructional strategies every day, reflect on their effectiveness, and build in scaffolding strategies for individual student needs. My colleagues and I collaborate often and observe each other's classroom to build and develop our repertoire of instructional strategies.	My students are often engaged in the strategies I use, and they are developing their own learning strategies for literacy.  My peers and I consistently observe student learning in each other's classrooms to support each other in reflective conversations about our instructional effectiveness.	Level 4 + My students are consistently engaged in relevant, meaningful learning projects. They are provided assignment choices to ensure relevance and alignment to their own learning styles.
<b>Formative Assessment</b>	I am not sure of how to develop or use formative assessments.  (Assessments for learning, used daily, hour by hour, minute by minute)	I am beginning to use formative assessments – I put them in my lessons plans and use at least one a day. I am trying to use the evidence to differentiate my instruction for each student; however, I find it challenging at times. (too many students, varied levels of understanding, not enough time)	By using a variety of formative assessments multiple times throughout the day, I respond to evidence obtained and adjust my instruction accordingly. Most of my formative assessments are planned ahead of time and written into my lesson plans.	Level 3+ My students receive individualized descriptive feedback from me (timely, focused, specific, and clear) throughout each lesson to guide their learning.	My students have strategies for consistently demonstrating their literacy and content knowledge throughout the lesson. When they receive feedback from me, they readily use those opportunities to learn, grow, and adjust their learning goals.
<b>Summative Assessment</b>	I do not have summative assessment data to analyze for each student.  (Assessments of learning, used after a period of time, i.e.: unit, interim, annual)	My colleagues and I are using SBAC data and other summative data to help us get a picture of what our students have learned and for placement purposes. We might be using curriculum assessments but have not verified that they are assessing our new standards-based success criteria.	For summative data, my colleagues and I give regularly scheduled summative assessments or performance tasks that are based on our units' success criteria. Mastery of objectives is consistently monitored throughout the year with a structured, ongoing assessment process and tracking tool.	Level 3+ My students have a structured way to track their own progress toward mastery using assessment results.  The systematic summative data collected is used in teacher collaboration time to plan intervention groups, adjust future lessons, evaluate educational programs, & track multi-year student progress.	By tracking their progress of objectives being mastered, my students are able to reflect on their own learning, and identify the indicators that promoted or prohibited their learning.