

15-Day Challenge Checklist

Adapted from Maria Nielsen

Step 1: Identify standards for a 15-day unit of study.

A. ⇒ Unit of study: _____

Math

ELA

B. Identify 1-3 Priority Standards (boulders) within the unit.

→ Essential (Boulder) -- HAVE to know: (What we will write a CFA for)

◆ _____

◆ _____

◆ _____

→ Supporting (Rock) -- IMPORTANT to know: (Still taught, just not assessed)

◆ _____

◆ _____

◆ _____

→ Additional (Butterfly) -- FUN to know:

◆ _____

◆ _____

◆ _____

Step 2: Unpack standards into learning targets for clarity and agreement within the unit using the [proficiency scale](#) for each standard.

What does mastery look like for this standard? What does proficient work look like? (Exemplars)

Step 3: Create Common Formative Assessments.

- Begin with the end-of-unit assessment. (Begin with the end in mind!)
 - Bring sample problems or existing assessments.
 - Bring proficiency scales for the priority standards.
 - Assessment is built collectively.
 - Tally the number of questions for each learning target/standard using the chart below.

Standard (Priority)	Number of Problems	Mastery How many questions do students need to answer correctly to show mastery of a standard?
Example: NBT.3.2	Example: ###	Example: 4/5
**Extra standards identified.	(These questions need to be removed from the assessment.)	

NOTES:

- Take the assessment independently (how the students would) and give the assessment to someone that did not build it with you. How was the format? Is it easy to understand and read for kids?

Then consider these questions together of how your team will commonly give the assessment to students.

What will we say during the assessment?

*Consider vocabulary and directions.

Can we read anything to students?

*Consider your IEPs and 504s.

What items can students use?

*Consider a calculator, dictionary, notes, word wall, charts, etc.

How will we score this assessment?

*Consider partial credit and how many points for each question.

Step 4: Dive Deep into the 15-Day Challenge Chart

How many days will this unit take? _____

Think of teaching days- (holidays, celebrations, school calendar)

Think of Pausing Points and checkpoints by standards/learning targets

Think of CFAs

For each day, include:

Learning Targets

Materials/Lessons

Tasks

CFAs

Day 1	*Day 2*	*Day 3*
Day 4	*Day 5*	*Day 6*
Day 7	*Day 8*	*Day 9*
Day 10	*Day 11*	*Day 12*
Day 13	*Day 14*	*Day 15*
Day 16	*Day 17*	*Day 18*

Step 5: Plan Instruction for Tier 2 as your Team Plans for Tier 1

*What strategies and materials are we going to use if students DON'T have it?

*What strategies and materials are we going to use when students DO have it?

**Look at [proficiency scales](#) to help you think of games, activities, grade level texts, rigor of higher level thinking, technology, etc.

HOW will we get students to ON or ABOVE grade level?

- 10 minute remediation (fill gaps and holes)
- 10 minute grade level skill (“ski, ski, ski”)

Strategies and Materials We Can Use (Step 5)	Students (Step 6)
<p>Well Below Proficiency (Score 1)</p> <p>WIN Skill(s):</p> <p>*How will we monitor student progress and the effectiveness of our efforts?</p>	
<p>Below Proficiency (Score 2)</p> <p>WIN Skill(s):</p> <p>*How will we monitor student progress and the effectiveness of our efforts?</p>	
<p>On or Above Proficiency (Score 3+ ... to Extend/Enrich)</p> <p>WIN Skill(s):</p> <p>*How will we monitor student progress and the effectiveness of our efforts?</p>	

****Now go teach this wonderful unit!!! After your first CFA, come back to steps 5/6 to place students in WIN groups to get to proficiency!**

Step 6: Group Students for Intervention or Extension Based on Common Assessment Data for Tier 2

CFA Protocol

Before we meet as a team:

- I have fresh data (no more than 2 days old) that is graded.
- I have my data analyzed on a chart to show who missed what question and the most commonly missed questions.

[Data Analysis Template](#) (Remember to make a copy)

As a team, consider these questions:

1. What is an area where my students struggled? What strategies were used by teammates whose students performed well?

2. What is an area where our team's students struggled? What is our plan for improving the results?

3. Which of our students need additional time and support to achieve at or above proficiency on an essential learning?

Which WIN skill will they need? (**add these students to the table in Step 5**)

Wash * Rinse * Repeat