Implementation Guide

STRATEGY STATEMENT:

Critical Component How does this component contribute to the overall outcome of this practice?	"Gold Standard" for Implementing a Critical Component What would you see when this component is implemented well?	Acceptable Variation for Implementing a Critical Component What adaptations are acceptable/contextual without losing value?	Unacceptable Variation for Implementing a Critical Component Define the boundaries of unacceptable implementation.

Implementation Guide Sample: Formative Assessment
Strategy Statement: All teachers will implement the formative assessment process with fidelity.

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Planning	Assessment is blended and part of the lesson plan. Assessment is intentional.	Teacher plans when to use formative assessment, but the method of how to assess may change.	Assessment happens on the fly—it is not planned.
Learning Target Use	Learning targets are written in student-friendly language. Teacher sets success criteria with the students. Learning targets are linked to other components of the Formative Assessment Process.	Learning targets are posted in the room, and the teacher occasionally integrates them within the Formative Assessment Process.	Learning targets are written in standard/objective language. Learning targets are not posted in the room.
Student Evidence	Teacher collects student evidence through products, observations, and conferences. Teacher triangulates data to adjust instruction.	Teacher occasionally collects student evidence through products, observations, and conferences.	Teacher collects student evidence from products only. Data is not triangulated to adjust instruction.
Formative Assessment Strategies	Teacher uses the following strategies with students: • Activating prior knowledge • Goal setting • Feedback use • Self-Assessment • Peer Assessment Strategies are tied to the learning targets. Teacher includes strategies within the lesson plan.	Teacher occasionally uses formative assessment strategies with students.	Teacher does not use identified formative assessment strategies with students. Teacher does not tie formative assessment strategies to the learning targets.