

K-5 ACHIEVEMENT TEAMS: FROM CLARITY TO COLLECTIVE IMPACT

A collaborative planning and evidence tool for elementary teams | Clarity → Common Evidence → Analysis → Instructional Response → Impact

ANCHOR QUESTION

How do we work together so every student knows what they are learning, receives the right response, and makes visible progress?

1. CLARIFY THE LEARNING - WHAT MATTERS MOST? Priority learning: Identify the essential standard or outcome. Keep the focus small enough to teach, assess, and respond to within a short cycle. Learning intention: State what students are learning in language K-5 students can understand. Success criteria: Describe what successful learning looks and sounds like. Use student-friendly “I can...” language when appropriate. Make quality visible: Use models, exemplars, worked examples, anchor charts, and think-alouds. Elementary lens: Could a student explain what they are learning and how they will know they are successful?	2. DESIGN COMMON EVIDENCE - KEEP IT SHORT & USEFUL Agree on the evidence: What will every teacher collect so the team can learn together? Match evidence to criteria: Each item or task should reveal a specific part of the intended learning. Use multiple sources: Quick checks, exit tickets, student work, whiteboards, short responses, fluency/application tasks, or brief performance tasks. Keep the cycle manageable: Use evidence teachers can review quickly and act on - not another grading event. Plan before teaching: Anticipate likely misconceptions and decide what evidence would reveal them.	3. ANALYZE STUDENT WORK - LOOK FOR PATTERNS, NOT LABELS Start with the criteria: Which success criteria are secure, emerging, or need attention? Sort the evidence: Consider students who are not yet / nearly there / meeting / extending the learning. Look across classrooms: What patterns are common? Where are results different? What might explain the variation? Study errors: What misconception, unfinished learning, language demand, or task feature may be underneath the error? Stay curious: Describe what the evidence shows before explaining why it happened.
4. SELECT THE INSTRUCTIONAL RESPONSE - WHAT WILL WE TRY? Match strategy to need: Do not reteach everything. Respond to the specific success criterion or misconception. Possible responses: explicit modeling worked examples manipulatives visuals guided practice vocabulary support sentence frames feedback error analysis flexible grouping peer explanation extension. Share team expertise: Which teacher had stronger results on this criterion? What did they do that others can adapt? Protect rigor: Change the support, representation, grouping, or pathway before lowering the learning expectation. Decide together: Who needs what, who will provide it, and when will the team check again?	5. CHECK IMPACT - DID OUR RESPONSE WORK? Recheck the same learning: Use a brief common follow-up aligned to the original success criteria. Compare evidence: What changed after the instructional response? Which students moved? Which criteria improved? Measure impact simply: Compare pre/post performance, percent meeting criteria, or another useful growth measure. Learn from variation: Which strategy produced the strongest response? For whom? Under what conditions? Keep, modify, or discontinue: The goal is not strategy completion - it is improved student learning.	6. K-5 TEAM HABITS - KEEP THE PROCESS PRACTICAL Stay close to classroom learning: Bring actual student work to the table. Use names and needs: Move from “our kids struggle” to the specific students, criteria, and misconceptions needing a response. Honor developmental differences: Evidence may look different in K-2 and 3-5, but the team still needs a shared definition of success. Include every learner: Examine patterns for multilingual learners, students with IEPs, advanced learners, and students needing additional Tier 1 support. End with action: Every meeting should produce a clear instructional next step and evidence the team will revisit.

PLAN TOGETHER	Priority standard / learning intention: _____	Success criteria: _____
ANTICIPATE	Likely misconception / unfinished learning: _____	Common evidence we will collect: _____
RESPOND	Instructional strategy / team move: _____	Students needing reteaching / extension: _____
LEARN FROM EVIDENCE	What changed? _____	What will we keep, modify, or discontinue? _____