

Achievement Teams | Middle School Collaborative Placemat

Grades 6-8 • Clarity → Evidence → Strategy → Impact

Course / Team	Grade	Standard(s)	Unit / Topic	Short-Cycle Window
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1 TEACHER CLARITY Priority Standard What do students need to know, understand, or be able to do? Learning Intention Write the intended learning in language students can understand. Success Criteria What will successful learning look or sound like? What evidence would convince us? Middle School Clarity Check • Can students explain what they are learning - not just the assignment? • Do students know what quality looks like before they begin? • Are tasks and assessments aligned to the intended learning? • Have we separated the essential learning from everything we could teach? Cognitive Demand What level of thinking must students demonstrate? • DOK 1: Recall / reproduce • DOK 2: Skills / concepts • DOK 3: Strategic thinking • DOK 4: Extended thinking	2 EVIDENCE + INSTRUCTIONAL STRATEGY Short-Cycle Evidence What common evidence can we collect within the next 5-10 instructional days? Anticipate Student Need Where are students likely to struggle, misunderstand, or need greater access? Select the Strategy Because... Complete: Based on the evidence, students need _____, so we will _____. Instructional Strategy Menu • Modeling / worked examples - make thinking visible • Think-alouds - reveal the reasoning process • Retrieval practice - strengthen recall and connections • Structured discourse - explain, justify, challenge ideas • Compare / contrast / exemplars - distinguish concepts or quality • Feedback + revision - close a specific learning gap • Scaffolds / chunking - increase access without reducing rigor • Collaborative problem solving - apply learning strategically Consistency Without Sameness What must be common across classrooms? Where can teachers exercise professional judgment?	3 IMPACT + RESPONSE Common Evidence Review What did students learn? What patterns, misconceptions, or differences do we see? Sort the Evidence • Exceeded - ready for extension / transfer • Met - demonstrated the success criteria • Approaching - partial understanding; targeted support needed • Not Yet - prerequisite or conceptual gap requires response Instructional Response What will we reinforce, reteach, extend, or change? Which students need a different response? Impact Check • Which strategy appeared to have the greatest impact? • For which students did it work - or not work? • What evidence supports that conclusion? • What will we do differently in the next cycle? Next Team Action / Owner / Date Make the next step observable and time-bound.
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CLARITY	EVIDENCE	STRATEGY	IMPACT
Is the intended learning precise and student-friendly?	Are we using common evidence to make decisions?	Did we choose a strategy because of student need?	Can we explain what changed in student learning?