

HAWAII CONTENT AND PERFORMANCE STANDARDS III (HCPS III) IMPLEMENTATION PROCESS MODEL
 (Intended Use of Progress Map Tool)

| Implementation Steps | Progress Map |
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| <p>❶ Identify relevant Benchmarks/Standards. <i>Which benchmarks will be the central focus of the lesson/unit?</i></p> | <p>Collaboratively...<u>clarify proficient attainment of the benchmark(s).</u> <i>Supports Unpacking/deconstructing benchmarks.</i></p> |
| <p>❷ Determine acceptable evidence and criteria. <i>What evidence will show that the student has met the standards?</i></p> | <p>Collaboratively...establish evidence and criteria, and assessment task(s) allowing student to demonstrate proficient attainment of benchmarks/standards. <i>Supports development of Target-Method-Matched Assessments (Summative & Formative).</i></p> |
| <p>❸ Determine learning experiences that will enable students to learn what they need to know and do. <i>What strategies/experiences will build understanding and help all students meet proficiency?</i></p> | <p>Collaboratively...develop scaffolded “learning experiences” to support students learning towards proficiency. <i>Provides developmental descriptors to determine possible “entry points” for instruction, and “stages along the way” to proficiently attain the benchmark(s)/standard(s).</i></p> |
| <p>❹ Teach and collect evidence of student learning. ❺ Assess student work to inform instruction or use data to provide feedback. <i>What does the evidence indicate about the student’s progress? What further instruction or support is needed?</i></p> | <p><i>Provides developmental descriptors to determine possible “entry points” for instruction, and “stages along the way” to proficiently attain the benchmark(s)/standard(s).</i></p> |
| <p>❻ Evaluate student work and make judgment on learning results and communicate findings. <i>What do recent assessments indicate about the student’s level of proficiency?</i></p> | |

Re-teach or repeat the process with the next set of benchmarks.