

# HCPS III Implementation Process Model

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<b>1. Identify relevant benchmarks.</b>	<ul style="list-style-type: none"><li>• Which benchmark(s) will be the central focus of the lesson/unit?</li></ul>
<b>2. Determine acceptable evidence and criteria.</b>	<ul style="list-style-type: none"><li>• What evidence will show that the student has met the benchmarks at the appropriate taxonomic level?</li></ul>
<b>3. Determine <i>learning experiences</i> that will enable students to learn what they need to know and to do.</b>	<ul style="list-style-type: none"><li>• What strategies or learning experiences will build understanding and help all students meet proficiency?</li><li>• How can the General Learner Outcomes and Process Standards enhance the learning experience?</li></ul>
<b>4. Teach and collect evidence of student learning.</b> <b>5. Assess student work to inform instruction or use data to provide feedback.</b>	<ul style="list-style-type: none"><li>• What does the evidence indicate about the student's progress? Other evidence: reflections, observations, interviews.</li><li>• Is there enough work to make a judgment about the student's level of proficiency?</li><li>• What further support is needed?</li></ul>
<b>6. Evaluate student work and make judgment on learning results and communicate findings.</b>	<ul style="list-style-type: none"><li>• What is the level of proficiency most recently demonstrated by the student?</li></ul>