**Modified Intent Protocol for Task Review**

|  |  |  |
| --- | --- | --- |
| **Purpose** | **Time Allowed** | **What to do** |
| Identify initial understanding of the PE | 5 mins  **1 task only** | * Read the PE (including clarification statement and assessment boundary, if present). * Brainstorm the concepts and skills a student at this grade level would need in order to demonstrate mastery of this PE. * Write each concept or skill on an individual sticky note. Next, read the foundation boxes on the standards page and add any additional sticky notes you feel are necessary. * *Do this work* ***independently****.* |
| Compare with colleagues | 5 mins | * Share sticky notes with partner or group. * Arrange sticky notes into general categories and eliminate duplicates. |
| Evaluate initial understanding | 10 mins | * Using the standards page for the PE, the NGSS appendices, and the *Framework*, evaluate **each sticky note** for its appropriateness -- find **evidence** that the skill or concept listed is appropriate for mastery of this PE. Remove sticky notes that are not appropriate based on your research. * Consider and discuss:   + Why is this important for students to know in relation to big ideas in science?   + Is it associated with a phenomenon?   + What are connections to grades before and after? Other PEs? |
| Develop more thorough understanding | 10 mins | * During your research to evaluate your *initial* ideas for the PE, you probably noticed concepts and skills that you missed. Add sticky notes for these additional concepts and skills; this may be significant depending on your depth of understanding for the *true intent* of the PE, so it is very important to do this carefully. * Use the standards page, appendices, and *Framework* to ensure that you address the appropriate intent and depth for **each dimension**. * *Note any additional questions you have about any aspect of the PE that you don’t have time to address. This will likely require additional resources.* |
| Reflect | 5 mins | * Use **orange, blue, and green highlighters** to underline where the DCI, practice, or crosscutting concept can be located on each sticky note. Reflect on collection of sticky notes. * Are there other practices, DCIs, or CCCs that would be important for developing mastery of the PE? If so, note these on additional sticky notes. |
| Learning Targets | 5 mins | * Use your sticky notes to develop a set of Learning Targets for the PEs. * These should be teacher level LTs and not “I can” statements. |
|  |  |  |