Where Do We Start?

A Guide for Beginning Discussion and Identifying Critical Standards

It is important to realize that when it comes to what students **must know** and **be able to do**, ***LESS*** is more.

\*Use these three criteria when identifying Critical Standards with your team.

1. L- Leverage
2. E- Endurance
3. SS- Success in School

**Leverage**- Does this standard directly impact standards in other disciplines, thus giving teachers ***leverage*** *for multiple disciplines*?

For example, student proficiency in non-fiction writing can be directly related to student success in reading, mathematics, science, and/or social studies depending on the non-fiction writing topic. Likewise, student proficiency in creating and interpreting tables, charts, and graphs, is related to student success in mathematics, social studies, and science. Skills with the property of leverage deserve far greater emphasis than many other skills with limited relevance to other subjects.

**Endurance**- Does this standard have lasting value?

For example, standards related to reading comprehension, writing skills, and understanding of mathematical relationships provide students with knowledge that will ***endure*** throughout and beyond their academic careers.

**Success in School**- Is this standard absolutely necessary for the next level of instruction?

When you think of what your students need to be confident and prepared for success when they come to your class at the beginning of the school year, what skills do you find most important? This is the same approach you should take when identifying critical standards that your students will need to leave your class with in order to be successful and confident at the next level of instruction.

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