

Connecting Learning to Life

Annual Plan: 12-Month Calendar

12-Month Calendar

Month	Topic	Teachers	Students	Parents
August¹	Annual Goals	Collaborate with grade-level staff and district staff to clarify the grade-span learning progressions for your classes. Develop language profiles and accessibility and accommodations plans for students assigned to your classes.	Set personal goals to improve your learning practices and to contribute meaningfully to the school community.	Collaborate with educators to develop plans to support students by understanding their needs, strengths, and prior knowledge. Participate in setting your student's annual learning goals.
September	Curriculum, Teaching, and Learning	Develop curriculum maps for parents and students, including learning goals and success criteria for the school year learning progressions. Show model products that meet the success criteria.	Participate in classroom tasks using self-assessment and peer-assessment strategies to provide feedback. Collaborate with your teachers and be engaged in learning.	Collaborate with educators to plan home-based performance tasks to support students in applying new knowledge and skills in real-world situations.
October	Enrollment Counts and User Permissions	Finalize enrollment counts, class assignments, and student data reports. Update user permissions for all Smarter Balanced services.	Build on prior knowledge to gain deep understandings of the CCSS and move forward on the learning progression.	Collaborate with educators to verify the student data reports, as well as availability of learning supports and support services.

¹ This plan is structured on a traditional school calendar. The month designation is flexible and may be adjusted to meet the district/school needs and structure of the instructional calendar.

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November	First Quarter Progress Reports	Compare student work with examples that you know meet the expectations for work during the first quarter . Prepare class profiles of strengths and needs, based on first-quarter performance.	Start collecting a portfolio of assignments that demonstrate the growth of your understanding of the learning goals during the first quarter .	Collaborate with educators and students to celebrate the successes in the growth of learning during the first quarter . Collaborate with school staff to plan additional supports as needed.
December	Accessibility and Accommodations Planning	Take the Smarter Balanced Training Test to become familiar with the accessibility and accommodations supports and tools available for students. Complete the Individual Student Assessment Accessibility Profile (ISAAP) for all students with special needs.	Take the Training Test on the Smarter Balanced website to practice using the accessibility and accommodations tools and supports. Discuss the experience with your teacher and your parent(s).	Take the Training Test on the Smarter Balanced website with your student. Discuss the accessibility and accommodations tools and supports with your student and with educators. Review the ISAAP for your student and suggest additions/changes as needed.
January	Mid-Year Planning	Assess students' progress toward meeting the annual learning goals. Are students on track? Use interim assessments to check on progress toward college readiness.	Take interim assessments to check on progress toward college readiness. Discuss the results of the test with educators and parents.	Discuss the results of interim assessments with educators to identify additional supports needed for students to move forward on the learning progressions.

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February	Second Quarter Progress Reports	Compare student work products with model products that meet the success criteria for the learning goals during the second quarter . Prepare class profiles of strengths and needs, based on second-quarter performance.	Continue collecting a portfolio of assignments that demonstrate the growth of your understanding of the learning goals during the second quarter .	Collaborate with educators and students to celebrate the successes in the growth of learning during the second quarter . Collaborate with school staff to plan additional supports as needed.
March	Prepare the Test Administration Plan	Plan computer use; review the test administration schedule, test administration manual, and test proctoring assignments; and review the practice test resources for classroom activities for the performance tasks.	Continue collecting evidence for your portfolio to show your understanding of the learning goals for the third quarter . Collaborate with the teacher to identify learning targets to build key understandings before the test.	Take the Smarter Balanced Practice Test with your student. Maximize learning time for students with good attendance and support for home-based learning through real-world tasks.
April	Testing Calendar	Share with students and parents a combined instructional calendar and testing calendar to show the classroom days and testing days. Using evidence from classroom assignments, you can target key understandings to emphasize before the test.	Be aware of any special testing schedule. Maximize learning time with good attendance.	Be aware of any special testing schedule for tests; Read up on the test's information about accessibility and accommodations.

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May	Feedback on Test Experience	Conduct post-test interviews with students to collect feedback on the testing environment and the test preparation.	Participate in post-test interviews to collect feedback on the testing environment and the test preparation.	Participate in post-test interviews to collect feedback on the testing environment and the test preparation.
June	Interpreting Scores	Look at the ALD statements and Scoring Guides on the Smarter Balanced website to compare examples of student work at various levels on performance tasks and constructed-response items. Identify assignments from the classroom that are similar in content and rigor, and select examples of student work that could demonstrate meeting the success criteria.	Collect a portfolio of assignments from throughout the school year, and compare the quality of the work from the beginning of the year to the quality of the work at the end of the year to show your growth along the learning progression to meet your learning goals.	Discuss with the student his or her portfolio of assignments to understand and celebrate the progress that he or she has made during the year. Compare the student work with the examples of student work at various achievement levels provided by the teacher to understand the level at which your student has accomplished.
July	Planning for Next Year	Use data to describe the performance of all students and student subgroups. Use an inquiry process to discuss strengths and challenge areas for grade-level planning next year.	Think about your progress last school year and the subjects in which you learned the most. Look at the individual score report for information about your strengths and challenge areas in English/language arts and mathematics.	Discuss the individual student report with your student and school staff. Ask questions about the resources available next year to support your student's strengths and challenge areas.