**Modified Intent Protocol**

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| **Purpose** | **Time Allowed** | **What to do** |
| Identify initial understanding of the PE | 5 mins | * 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 markers** to underline where the DCI, SEP, or crosscutting concept can be located on each sticky note. Reflect on collection of sticky notes. Match the three colors with the same colors used in the foundation box for DCI (orange), SEP (blue), and CCC (green). * 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. |