

Rubicon Atlas

Projected/Diary Map

(Individual planned/operational curriculum evidence at the school-site level)

Recording Reminders

• Unit name is written in all CAPITAL LETTERS

Unit Name / Content / Skills Notations

Content

Skills

Target

Assessment

Activities/Strategies

Resources

**COMPREHENSION:
EXPOSITORY
READING**
📅 (Week 2, 3 Weeks)

A. Informational Text: Inform, Instruct, Guide, Direct, Show

B. Stated or Implied Main Idea: Textual, Visual

A1. State in writing 5 key purposes of informational reading using support examples

A2. Identify in writing 3 self-determined attributes for reader's use of informational text versus fictional text

A3. Differentiate visually and in writing textual/visual details to support 5 informational purposes

A4. Justify in writing

Descriptor

***Target(s) include: in writing / orally / visually / aurally / manually / electronically / manipulatively / kinesthetically**

• When including "visually" there also needs to be a target expressing how the visual ability itself is communicated either in the same skill (e.g., visually and in writing / visually and orally) or when intra-aligned in an Assessment listing to another skill or skills that include either orally or in writing.

- Content = What students must KNOW
- Written as Key Noun/ Noun Phrase: Descriptor
- Capitalize each word in Content listings
- Each Content listing begins with sequential alphabet letter for intra-alignment coding starting with A.
- Each new unit starts with the letter A.

Create one line "space" between each alphabet letter listing when recording Content listings. Also, one line space between alphabet letter "sets" in Skills and remaining elements

Skills = What students must DO in relationship to the aligned KNOWing (Content)

- A skill statement is written as follows:
Measurable verb(s)/target(s)/descriptor
- Do not begin skill statement with **Demonstrate, Understand, Know, Show, Use**. These terms are not measurable. If starting with **Apply...** must state apply "to" what: **Apply _____ to _____**
Also, no **Practice ... Review ...** as these terms indicate activity, not skill.
- Do not start skill statement with:
The student will... or The students will...
- The first word (Measurable verb) is capitalized
- No period is necessary at end of skill statement
- Include *target(s) that inform map readers how a skill is formally assessed
- Include descriptors that provide map readers with explicit, pertinent details that enhance content information, not duplicate content information
- Make certain skill statements are truly measuring skill abilities/actions and *not* listing activities/ practice exercises
- In a Projected/Diary Map, the *letter coding* preceding a skill statement intra-aligns the skill statement to the content listing. The *number coding* preceding a skill statement intra-aligns the skill statement to the appropriate assessment listing(s).

Additional Notations

If your district/school account is not set up to do so, Rubicon Atlas can customize your map configuration so that Standards do not appear on the “surface” of the map and are instead accessible via *Content and **Assessment. Rubicon Atlas can customize what is linked to the term ***Skills regarding additional data such as differentiation, instructional strategies, or modifications.

- Name of Assessment is written as a Defined Noun
- Aligned to appropriate Content and Skill(s) by Letters/Numbers

Content

Skills

Assessment

Activities/Strategies

Resources

COMPREHENSION:
EXPOSITORY

A.

*If your system is set up to do so, the word Content may be hyperlinked (underlined). When *online* and clicked it takes map readers to a secondary document that represents all of the standards the teacher has aligned to this particular unit of study.

When a teacher is recording the map’s data and intra-aligning each assessment to the unit-designated standards, he or she clicks on the *Standards Alignment* box (found near top of Add/Edit screen), only the pre-selected, specific-to-unit standards will appear. Additional Standards are always available to align via the Additional Standards radio button.

***The term Skills is hyperlinked (underlined). When clicked *online* it takes map readers to a secondary document representing secondary learning information data pre-determined by the district/school (e.g., differentiation, instructional strategies). When recording a map in the add/edit window, information is added to this area by clicking on the small box toward the top of the add/edit screen next to the Standards Alignment.

- **Written Test**
A1-A2. 20 MC
Primary Source
Identification
- **Selected Response**
A1. 10 State
Matching Quiz
- **Essay**
A3. 5
Informational
Excerpts Mini
Essays
(Evaluation:
Teacher
Ob/Rubric)
- **Writing Assignment**
A4. FOR Audi
Identification
(Evaluation:
Teacher
Ob/Student
Feedback)
- **Written Test**
B1-B2. 25 S
Answer Test
- **Oration**
B1. FOR 2-
Oral Present

**The word Assessment is also hyperlinked (underlined) and when *online* takes map readers to a secondary document that represents all of standards aligned to each unit assessment. It is recommended that you set up the mapping system to not include a literal Standards field (box or column) in the view map mode because the standards’ text can become cumbersome and lengthy when printing out a unit/units. Instead, the unit-specific standards, as well as specific standards intra-aligned to specific assessments, are accessible via the underlined Content and Assessment hyperlinks.

When appropriate, attach evaluation information (e.g., Teacher Ob, Peer Review) and scoring criteria (e.g., Rubric, Checklist) using the *paperclip* attachment feature. If you are not ready to literally attach evaluation information yet, record summary of evaluation in parentheses *after* Assessment name.

Activities

- Activities recorded in a map highlight a teacher's instructional practices that engage and aid in student learning. In other words, an activity that truly *enhances* the learning and is *worthy of being shared with others* are recommended to be included in a map.
- An activity's description is meant to *summarize* the key point or points. More detailed explanations or accompanying lesson plans, directions, or handouts can be attached to the map via an aligned paperclip.
- For intra-alignment coding purposes, activities are aligned to the appropriate skill or skills.

Strategies

- Strategies may be a schoolwide or districtwide, pre-determined set of learning supports that a grade level, department, school(s), or district records to create a database regarding implementation and ongoing use.
- Selected strategies may be the same or vary from school to school, department to department, or grade level to grade level. For example, an entire school may decide to focus on mapping when *notetaking* is incorporated into the learning. In another school grade level bands each select two strategies from *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement* (Marzano, Pickering, Pollock, 2001) based on their current students' needs. Another school may decide to record each grade levels' *I can* statements for each discipline.

In any element field, use numerals to represent quantities rather than number words including 0-9. (Note: Write the appropriate number word[s] if students are literally learning them, such as four or one-fourth.)

Skills

A1. State in writing 5 key purposes of informational reading using support examples

A2. Identify in writing 3 self-determined attributes for reader's use of informational text versus fictional text

A3. Differentiate visually and in writing textual/visual details to support 5 informational purposes

A4.

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text

B1.

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B2.

Assessment

- **Written Test**
A1-A2. 20 MC/5 Primary Source Identification Test

- **Selected Response**
A1. 10 Statement Matching Quiz

- **Essay**
A3. 5 Informational Excerpts Mini-Essays (Evaluation: Teacher Ob/Dubia)

Activities/Strategies


A2-A3. Manipulative Venn Diagram
A4. Point of View Matrix

B1. In small groups, put together "puzzle" for each order using real-world text examples

Resources

A.
--Chapter 10, pp. 135-152
--The Arizona Republic Newspaper
--A Variety of How-To Manuals

B.
--Excerpts From a Variety of Titles: Dear America/My Name is America Series by Scholastic

 A. Arizona Republic Newspaper: On-line Version

- **Align recorded resources to the appropriate Content /Skills by including appropriate letter/numbers**
- **Make 2 dashes before each listing**
- **Do not write out the name of adopted textbook, just chapter(s) or unit(s). The full name of a textbook or adopted material is recorded in the Course Description**
- **State specific page numbers when entire chapter/unit is or was not used.**

When attaching a document or URL (Website address) to the map, make certain you appropriately name the attachment, including intra-alignment letter (and number, if aligning to a particular skill) when attaching the "paperclip" so map reader does not have to guess which resource or resources the attachment is aligned to.

Assessments

- A teacher is accountable for measuring the learning for *all* skill statements included in a given month. In other words, there can be no unaccounted for skill statements when comparing skill statement codings to assessment codings.
- If there is one or more comprehensive assessments used to measure *all* or the *majority* of a month's or unit's learning, this assessment is recorded *first at the top of the month's assessment listings* using the appropriate letter/number coding regardless of when the assessment(s) are administered during the month.
- If an assessment or assessments measure *all* of the skill statements aligned to *one particular* Content listing, the assessment(s) are listed *first at the top of the appropriate content-skills learning set* using the appropriate letter/number coding regardless of when the assessment(s) are administered during the month.

Evaluations

- If an included assessment involves *evaluative criteria materials*, such as a rubric, checklist, or grading scale, and/or evaluative processes, such as teacher observation or peer review, this pertinent evaluation information is included either in parentheses directly *after* the appropriate Assessment name or as an attachment placed directly *after* the Assessment name.

Note: Depending on how your mapping system is configured, you may or may not have the bulleted/boldfaced Assessment Method feature as it appears in this guide's Assessment field.

writing 5
s of
l reading
t examples

- **Written Test**
A1-A2. 20 MC/5
Primary Source
Identification Test
- **Selected Response**
A1. 10 Statement
Matching Quiz
- **Essay**
A3. 5
Informational
Excerpts Mini-
Essays
(Evaluation:
Teacher
Ob/Rubric)
- **Writing Assignment**
A4. FOR Audience
Identification Quiz

A2-A3. Manipulative
Venn Diagram
A4. Point of View
Matrix

A.
--Chapter 10,
pp. 135-152
--The Arizona

Common Assessment Abbreviations

- MC = Multiple Choice
- FinB = Fill in the Blank
- TF = True/False
- Short Answer or Open Response = Writing an answer or writing an explanation

For example:

A1-A3. 20 Item (MC/FinB/Short Answer) Quiz

Series by
Scholastic
A. Arizona
Republic Newspaper

Assessment Terms That May Be Used Prior to Assessment Name

- FOR = A teacher's personally created/selected formative assessment (otherwise the assessment is assumed to be summative and therefore does not need a specialized coding)**
- SAME = A collaboratively created/selected formative or summative assessment to be administered when desired by individual teachers**
- COMMON = A collaboratively created/selected formative assessment to be administered simultaneously by all teachers wherein students from all teachers' classes are collaboratively evaluated as one common group. The results are analyzed and discussed as teachers collectively adjust learning to enable all students to become successful learners.**