



Evaluating the Coherence Knot

Evaluate how well standards, curriculum, instruction, assessment, and professional learning work together to make future-ready skills part of students' everyday learning.

- 1 — Not yet: little or no evidence is in place
- 2 — Beginning: some evidence exists, but practice is limited or inconsistent
- 3 — Developing: clear evidence exists across much of the system
- 4 — Established: strong, consistent evidence is embedded across the system

Statement	Score (1–4)
1. Our standards and learning progressions show where and how future-ready skills develop across K–12.	
2. Our curriculum and materials integrate future-ready skills with academic content.	
3. Educators receive the time, professional learning, and examples they need to facilitate integrated learning.	
4. Our assessments capture both academic learning and future-ready competencies in context.	
5. System operations reflect Portrait-aligned coherence across curriculum, instruction, assessment, and professional learning.	
Total Score: _____ / 20	

Interpretation

16–20 = Strong coherence
Core systems work together to support integrated future-ready learning.

11–15 = Developing coherence
Some strands are aligned, but gaps or inconsistencies remain.

5–10 = Coherence Knot needs attention
Disconnected systems or practices may be limiting implementation.

Where is the rope tangled?

Which strand needs the most attention?

- ☐ Standards and learning progressions
- ☐ Curriculum and materials
- ☐ Instruction
- ☐ Assessment
- ☐ Professional learning
- ☐ Cross-system ownership

Where are two or more strands disconnected?

What evidence led us to that conclusion?

Ideas to consider:

- Embed future-ready skills into curriculum-based assessments
- Build and calibrate around examples of high-quality student work
- Clarify learning progressions across grades and subjects
- Build integration into existing planning and professional learning routines
- Assign clear responsibility for coherence across systems

